DOCUMENT RESUME

ED 199 847 EA 013 348

TITLE	Core Curriculum to Assist Schools in Preventing and Reducing Violence, Vandalism, and Disruption. Trainer's Guide. 3 Volumes.
INSTITUTION	Center for Human Services, Washington, D.C.; National School Resource Network, Washington, D.C.
SPONS AGENCY	Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE	79
GRANT	OJJDP-79JS-AX-0019
NOTE	1,642p.; Some pages may be marginally legible due to small and broken print of original document. For related documents, see EA 013 349-355.
AVAILABLE FROM	National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).
EDRS PRICE	MF14/PC66 Plus Postage.
DESCRIPTORS	Change Strategies; Conflict Resolution; *Core Curriculum; Delinquency; Discipline; Educational Environment; Elementary Secondary Education; Environmental Influences; Information Sources; Interpersonal Relationship; *Learning Modules; *Prevention; Problem Solving; School Community Relationship; School Law; School Security; *School Vandalism; *Teaching Guides; Trainers; Transparencies; *Violence

ABSTRACT

This trainer's guide provides content, activities, and background information for seven courses aimed at the prevention of school vandalism and violence. The courses are titled (1) Putting It All Together and Taking It Home, (2) Discipline, (3) School Climate, (4) Interpersonal Relations, (5) Security, (6) Environment, and (7) The Community as a Problem Solving Resource. The seven courses are designed to be presented as a five-day 34-hour program for personnel at schools troubled by violence, vandalism, and disruption. The material is organized by course and module. For each course, a course overview is provided, including a purpose statement for the course, course objectives, and recommended audiences. The modules are categorized as core modules, optional core modules, and advanced modules. For each module in the course the following are provided: module synopsis, course agenda by module, detailed walk-through, worksheets, background materials, and resources/bibliography. (Author/MLF)

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ED199847

National School
Resource Network

Core Curriculum

TO ASSIST SCHOOLS IN PREVENTING
AND REDUCING VIOLENCE, VANDALISM
AND DISRUPTION

TRAINER'S GUIDE

DEVELOPED BY

CENTER FOR HUMAN SERVICES
WASHINGTON, D.C.

FOR THE

OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION
WASHINGTON, D.C.

1979

EA 013 348
pt. 1

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Prepared under Grant No. 79JS-AX-0019 from the Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, U.S. Department of Justice.

Points of view or opinions in this document are those of the authors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

PREFACE

ABOUT THE NETWORK

The NATIONAL SCHOOL RESOURCE NETWORK (NSRN) was established under a grant from the Law Enforcement Assistance Administration, Office of Juvenile Justice and Delinquency Prevention, as a resource to schools troubled by crime, violence, vandalism and disruption. Schools need not be the generators of these problems; they are, however, the locus of them. The Network will provide nationwide training events, technical assistance, and information dissemination to assist in making schools safer, more positive places in which to learn.

The objectives of the Network are--

- To assist schools to develop and implement new programs or procedures for preventing and controlling school crime and violence.
- To effect improvements in the confidence with which schools are perceived.
- To increase favorable attitudes regarding the schools' approach toward violence and vandalism.
- To effect reductions in the consequences of school crime and violence.

A National Center and four Regional Centers will be utilized to carry out the mandates of the Network. Also participating in the Network are 33 national organizations which form an active consortium to enhance the Network's service and delivery efforts.

SERVICES TO SCHOOLS

We view the school not in a static "four-walls" sense, but rather as a dynamic component of the total environment of which it is a part. Thus, we see all persons who wish to make schools safer, more positive places to learn as our constituency to be served. This includes teachers, students, school administrators, counselors, community agency/criminal justice representatives, youth advocates, and school security personnel, among others. We will provide the following specific services to this constituency.

- Workshops--We will deliver 40 comprehensive workshops nationwide covering such topics as Planning and Evaluation of Programs To Prevent or Reduce Violence and Vandalism, Physical Environment, Interpersonal Relations, Discipline, Physical Security, Improving School Climate, and School-Parent-Community Cooperation. The focus of our training will be to identify a variety of resources that schools and communities can utilize in understanding their problems and in working to reduce them,

and to facilitate applying these resources to the back-home setting.

- Technical Assistance--We will provide 1,200 days of onsite technical assistance to schools, plus approximately 1,000 telephone/mail contacts and technical assistance bulletins on a minimum of 30 topics.

- Special Presentations--We will conduct a series of special presentations at professional meetings, conferences, workshops, conventions, and other events where significant numbers of professionals, parents, or students are present. These presentations will provide an overview of the issues of school crime, violence, and vandalism, and will suggest solutions tailored to the needs and interests of the audience.

- Information Resources--Technical Assistance Bulletins will be issued to provide "how to" information on successful techniques for preventing or reducing school violence, vandalism, and disruption. The Network is also compiling a Compendium of Resources for use by individuals and organizations working to create safer and more positive environments for learning. The Compendium listing will serve as a significant reference for both research and action use.

WHO WE ARE

The National Center, which coordinates and manages the Network, is operated by the Center for Human Services (CHS), a not-for-profit corporation based in Washington, D.C. The National Center will also develop materials and resources and provide technical services as required.

Four Regional Centers provide training and technical assistance on an area-wide basis. These are--

- National School Resource Network
  Eastern Regional Center
  53 Bay State Road
  Boston, MA 02215
  (617) 353-4554

- National School Resource Network
  Southern Regional Center
  58 - 6th Street, N.E.
  Atlanta, GA 30308
  (404) 872-0296

- National School Resource Network
  Midwestern Regional Center
  6 North Michigan Avenue, Suite 1706
  Chicago, IL 60602
  (312) 782-5838

- National School Resource Network
  Western Regional Center
  18 Professional Center Parkway
  San Rafael, CA 94903
  (415) 472-1227
  (415) 472-2800

Additionally, a Consortium of 34 national organizations, representing a cross section of interests and concerns, will work with the National and Regional Centers to further expand and enhance our service and delivery efforts. The members are listed below:

- National School Boards Association
- American Association of School Administrators
- National Association of Secondary School Principals
- National Education Association
- National Association of School Security Directors
- National Association of Elementary School Principals
- School Planning Laboratory/University of Tennessee
- National Crime Prevention Institute/School of Police Administration/ University of Louisville
- Statewide Youth Advocacy Project, Rochester, New York
- Student Advocacy Center, Ann Arbor, Michigan
- Environmental Center of Houston
- Puerto Rican Youth Public Policy Institute
- Center for Community Justice
- National Office of Social Responsibility
- League of United Latin American Citzens/National Educational Service Centers, Inc.
- Board of Education, City of New York
- National Street Law Institute
- National Youth Work Alliance
- National Committee for Citizens in Education
- Open Road Student Involvement Project, San Francisco, California

- Florida Network of Youth and Family Services, Inc., Tampa, Florida
- National Council of Juvenile and Family Court Judges
- Constitutional Rights Foundation/Law Education and Participation Project
- National Organization of County and Intermediate Educational Service Agencies
- Institute for the Reduction of Crime
- Indiana State Department of Public Instruction
- Institute of Judicial Administration, American Bar Association
- National Urban League, Inc.
- Cleveland-Marshall College of Law, Cleveland State University
- Midwest Race and Sex Desegregation Assistance Centers, Kansas City University
- Desegregation Assistance Center, University of Miami
- Advocates for Children of New York, Inc.
- American Federation of Teachers
- National District Attorneys Association.

THE NETWORK CONCEPT

All organizations comprising the National School Resource Network have committed themselves to the cause of preventing and reducing school violence and vandalism through a sharing of resources and information. This is the focus of all Network activities. It is our conviction that solutions to many of our schools' problems do exist and are being implemented at the local level. By learning from others' successes--be they partial or great--schools and communities can begin now to solve today's problems and build for the years ahead.

INTRODUCTION

TRAINING PROGRAM MATERIALS

This workshop is designed for schools troubled by violence, vandalism, and disruption and interested in preventing or reducing these occurrences. Its intended audience embraces all people involved or interested in making schools safer, more positive places in which to learn. This includes teachers, school administrators, students, counselors, parents, youth advocates, school security personnel, and community organization representatives, among others.

The workshop is designed to be presented as a 5-day, 35-hour program composed of seven courses. Each of the courses contains between three and seven modules ranging in length from 45 minutes to 2 hours. An overview of the materials available, course contents, and scheduling possibilities for presenting selected modules is presented below.

What Materials Does the Training Package Include?

The core curriculum training package has several components, all of which should be on hand when a workshop is given. These include--

1. Trainer's Guide--Each trainer should have a copy of the Trainer's Guide, which provides content, activities, and background information for the courses. The material is organized by course and module. For each course, a course overview is provided, including a purpose statement for the course, course objectives, and recommended audiences.

   For each module in the course the following are provided:

   - Module Synopsis--The synopsis gives a purpose statement for each module, plus module objectives, target audience, media and equipment needed, and a listing of materials provided.
   - Course Agenda by Module--The agenda is a summary of the content and major activities of the module, with an approximate time for each activity.
   - Detailed Walk-Through--This is a step-by-step narrative, with directions to assist the trainer in presenting the materials and exercises.
   - Worksheets--Copies of participants' worksheets are provided.
   - Background Materials--These include indepth readings on selected portions of the module. These materials supplement the detailed walk-through and should be thoroughly read by trainers prior to presenting the module.

- o Resources/Bibliography--A listing of books, articles, and presentations reviewed in the preparation of the course and helpful for further reference is provided.

2. Participant Guides--Seven guides are provided, one for each course:

   - o Course 1: Putting It All Together and Taking It Home
   - o Course 2: Discipline
   - o Course 3: School Climate
   - o Course 4: Interpersonal Relations
   - o Course 5: Security
   - o Course 6: Environment
   - o Course 7: The Community as a Problem Solving Resource.

   The following major sections are included in each Participant Guide:

   - o About the Course--This summary includes background, rationale, and purpose statements regarding the course.
   - o Course Agenda by Module--This section, like that in the Trainer's Guide, contains a module summary and timed agenda for each module.
   - o About the Module--For each module, objectives and a description of materials are provided.
   - o Worksheets--Most worksheets to be completed by participants are included in the Guide, following the "About the Module" description.
   - o Transparency Masters--copies of any transparencies used in the module presentation are included.
   - o Background Materials--Readings and program descriptions are included for most modules.
   - o Resources/Bibliography--A listing of NSRN Resource Materials (available through the NSRN Regional Center) and a bibliography are included for most modules.

3. Handouts--These are materials that are handed out by the trainer during a specified module. They are typically given to small groups and contain directions for group activities or case study discussion questions. In some cases handouts are provided for particularly complex transparencies.

4. Transparencies--These 8½" x 11" graphics are designed to supplement and illustrate trainer-presented information.

5. Audiovisual Materials--Video vignettes, slide-tape presentations, and films present additional information.

6. Resource Materials--These are documents that provide more detailed information on issues presented in specified modules. Their availability will be announced during the presentations. Most NSRN Technical Assistance Bulletins are available as Resource Materials.

What Courses and Modules Does the Training Consist Of?

The core curriculum contains seven courses. Each course consists of three to seven modules. The modules fall into three categories:

- o CORE modules should be presented for all participants. They contain information and activities necessary to achieve the goals and objectives of the curriculum.
- o OPTIONAL CORE modules, while part of the core curriculum, may be of greatest interest to certain subsets of the total group (teachers, for example, or people concerned with physical security).
- o ADVANCED modules contain information that can deepen or expand basic understanding of the core materials.

All core modules should be presented to all participants. Optional core modules and advanced modules can be presented concurrently, or not at all, depending upon participant interest and trainer discretion.

PLANNING THE WORKSHOP WEEK

How Should the Workshop Be Scheduled?

During any one 35-hour training week it will not be possible to present all of the modules to all of the participants. However, through use of concurrent sessions most can be offered. Based on availability of trainers and participant interest, a schedule for each workshop can be developed that "individualizes" the workshop to best meet the participants' training needs.

Prior to the workshop a "needs assessment" checklist should be mailed to and returned by participants. This will provide a basis for selecting which modules should be offered for all participants and which should be offered as optional/concurrent sessions.

In the last section of this introduction, we provide a listing of all courses and modules in two columns: CORE MODULES and OPTIONAL CORE/ADVANCED MODULES.

"Week at a Glance" agenda blanks have been provided to all regional centers for distribution in the training. An extra blank is provided following this introduction.

What Is Required of Participants?

Participants are asked to come with an identified problem or problem area they wish to address in this workshop, and with a description of any solutions their schools have implemented. Additionally, participants will have provided input into which of the optional modules they wish to have presented. Participants will be asked to become involved in group activities and to contribute to large group discussions.

Who Can Conduct the Training Program?

Because of the length and intensity of the workshop, a team of three trainers should conduct this training program. The standard training skills are required for effective delivery of the training; namely, ability to organize and manage a training program, lead group discussion, facilitate small group work, etc. In addition, the trainers should be well grounded in the content areas comprising the courses.

What Kind of Trainer Preparation Is Necessary?

Implicit in the use of this training package is a willingness to work with materials developed by others. This in turn requires a willingness to spend adequate time in mastering the training package materials and methods prior to delivery.

- Thorough trainer preparation will require studying this guide and the Participant Guide, previewing all training materials, and conducting at least one rehearsal or dry run before actually presenting the workshop.

- Trainers must work together in advance to arrange how they will divide the training load and support each other during delivery.

- In addition to preparing the presentation of the course, trainers must be able to assume or assign the role of program manager to carry out the managerial and logistical tasks involved in food service, obtaining equipment, etc.

- Special note should be taken of the problems and needs participants identify during the first mornings' introductory sessions.

CORE MODULES

1. Putting It All Together and Taking It Home

NOTE: These modules are sequential and should be presented in order though not on the same day.

1.1	Introductory Session	2 hours
	Registration/Coffee	30-45 min.
	Welcome	15 min.
	Get Acquainted	20 min.
	Statement of Problems	10 min.
	Side-Tape	15 min.
	Discussion	30 min.
1.2	Introduction to Planning: Building Awareness	1½ hours
1.3	Deciding What To Do	1 hour
1.4	Deciding How To Do It	1 hour
1.5	Evaluation	1 hour
1.6	Taking It Home (Present as last module of entire program.)	2 hours
S.	Simulation	1½ hours

2. Discipline

NOTE: From among the 5 discipline modules, present as core sessions Module 2.1 plus at least one other based upon participant need. Module 2.4 may be the second choice due to general interest.)

2.1	Discipline - Who Does It and Why	1½ hours

OPTIONAL CORE/ADVANCED MODULES

1.7	Resources (Advanced)	1 hour
2.2	Discipline and School Law	45 min.
2.3	Establishing Effective Discipline Policies	1½ hours
2.4	Establishing Effective Discipline Practices	1½-2 hours
2.5	Alternatives to Suspension	45 min.

CORE MODULES		OPTIONAL CORE/ADVANCED MODULES	
3. School Climate			
3.1 Defining and Assessing School Climate (Should be presented early in the training week.)	1 hour		
3.2 Assessing and Managing Stress (Heavy level of participant involvement. Should not be on same day as Conflict Management or Simulation modules.)	2 hours		
		3.3 Student Involvement in School Processes and Programs	1 hour
		3.4 Law-Related Education	1 hour
4. Interpersonal Relations			
		4.1 Resolving School Conflict (Heavy level of participant involvement. Should not be on same day as Stress or Simulation modules.)	2 hours
		4.2 Counseling-Confrontation Strategies (Should follow Module 4.1.)	1 hour
		4.3 Gangs (Advanced)	1 hour
		4.4 Victimology	2 hours
		4.5 Intercultural Relations (Advanced)	1 hour
5. Security			
5.1 Introduction	15 min.		
5.2 Preventive Approaches/Human Solutions (Should be presented early in the workshop week.)	1½ hours		
		5.3 Physical Plant Security	1½ hours
5.4 Designing and Upgrading School Security Programs	1 hour		
		5.5 Alternate Strategies for Smaller School Districts (Advanced) (Skilled person helpful.)	1-1½ hours

CORE MODULES		OPTIONAL CORE/ADVANCED MODULES	
6. Environment			
6.1 Designing Safe School Environments	15 min.		
6.2 Assessing Environmental Design	1 hour		
		6.3 Environmental Design Strategies (Advanced)	1-1½ hours
7. The Community as a Problem-Solving Resource			
7.1 The Role of the Community	1 hour		
		7.2 Reaching and Involving the Community	1½ hours
		7.3 School/Community Links: Parents and Volunteers	1 hour
7.4 Winning Agency/Business Support	1 hour		
		7.5 School/Community Links: The Juvenile Justice System	1 hour

Core Curriculum Agenda

	Monday	Tuesday	Wednesday	Thursday	Friday
9 a.m.-10 a.m.					
10 a.m.-11 a.m.					
11 a.m.-12 noon					
12 noon-1 p.m.					
1 p.m.-2 p.m.					
2 p.m.-3 p.m.					
3 p.m.-4 p.m.					
4 p.m.-5 p.m.					
Evening					

Course Overview

Course 1 - Putting It All Together and Taking It Home

Purpose

This course provides a general introduction to the National School Resource Network, highlights the goals of the workshop, and offers an overview of a process for planning and evaluating programs. Participants take part in a step-by-step process for innovating change in their communities based on strategies and ideas gleaned from the workshop. The course thus provides a process for using data and information gained in the workshop for implementation at the local level.

Instructional Objectives

1. To become familiar with goals, objectives and procedures of the workshop and the planning process that will take place.
2. To become familiar with steps involved in building awareness in the community.
3. To become familiar with the steps in deciding what to do, including clarifying the problem, setting goals, establishing priorities and identifying constraints and resources.
4. To provide experience in writing objectives and developing task plans to meet participant developed goals.
5. To become familiar with the evaluation process and to analyze elements of a systems evaluation model.
6. To develop recommendations and first meeting planning agendas for "back home" implementation.

Target Audiences

This course is appropriate for all workshop participants, and should be attended by all.

(NOTE TO TRAINER: Materials in this Trainer Guide are organized sequentially by module. They are not page numbered. For ease of reference, the materials that also appear in the Participant Guide carry the Participant Guide page numbers.)

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Target Audiences

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Course Overview (continued)

Course 1 - Putting It All Together and Taking it Home

Activity/Content Summary by Module	Apprx. Time Required
Module 1.1 - Introductory Session A minilecture, slide show and small group activities introduce participants to one another, the trainer, the National School Resource Network, and a range of problems and solutions to school violence and vandalism. The purpose and objectives of the workshop are presented.	2½ hours
Module 1.2 - Introduction to Planning; Awareness Minilecture and small group activities focus on ways to involve people in the planning process, identify problems and collect data.	1½ hours
Module 1.3 - Deciding What To Do Minilectures and small group activities using worksheets enable participants to clarify goals and priorities and identify resources and constraints in dealing with a problem.	1 hour
Module 1.4 - Deciding How To Do It Minilectures and small group activities enable participants to write objectives and develop task plans to meet stated goals.	55 minutes
Module 1.5 - Evaluation A systems evaluation model is presented to introduce participants to the evaluation process.	65 minutes
Module 1.6 - Taking It Home Minilectures and small group activities enable participants to plan an agenda for a first planning meeting in their own communities, and to develop recommendations for back-home planning to prevent/reduce school violence and vandalism.	1½ hours
Simulation A role play activity and discussion using handouts explores the human factors involved in working toward solutions.	1 hour

Course 1 - Putting It All Together and Taking It Home

Module

General Reference Materials

Audiovisuals

VIOLENT YOUTH: THE UNMET CHALLENGE

Juvenile violence, as well as violent crime of all forms, has increased throughout the United States at an alarming rate in recent years.

Though violent behavior is often discussed by all of us, little is known about its actual causes; even less is known about appropriate methods for dealing with such behavior.

Youths associated with violent crimes do, however, appear to come from similar backgrounds: poor economic and social environments and/or disorganized and turbulent family situations.

Proper treatment of these offenders and rehabilitative techniques are another battleground fraught with disagreement and opinion. This film attempts to offer no answers in these areas; rather, with an honest and fair approach, it takes a hard look at what is currently being done to rehabilitate violent youth. Additionally, the film asks us all to think about whether society is, in fact, preventing violence or provoking it.

We meet and listen to three serious offenders--youths confined for armed robbery and homicide--as they talk about their experiences. And we hear from the professionals as well--a chief of police, a director of a correctional facility, and a family court judge. Each discusses the way these youths are currently being handled and expresses his or her opinions on recidivism and rehabilitation.

What you will hopefully get from this hard-hitting film is a starting point where open discussion by parents, workers in youth community-service agencies, law enforcement and corrections personnel can begin.

Color Film, 23 minutes
Purchase: $380
Rental Fee: $60 (per week)
Distributor: Lori Krinitz
Media Department
Harper & Row, Publishers, Inc.
10 East 53rd Street
New York, NY 10022
Telephone: (800) 223-2568
(800) 223-2569

Previewed by NSRN staff.

PROJECT AWARE

David Crawford, an ex-felon, co-founded Project Aware in 1972 while serving time in Terre Haute, Indiana, Federal Penitentiary. His basic objective was to deal frankly with the consequences of and alternatives to juvenile delinquency.

Crawford knows what he's talking about.

Born in Savannah, Georgia, in 1947, Crawford had little interest in elementary school because he was larger and brighter than most of his classmates.

Crawford became rebellious. He stole his first candy bar when he was nine, then started taking money from his mother's purse. Soon, he and friends stole hubcaps, then tires, then entire cars. The law caught up with him when he was 11. He was in reform school off and on for two years.

Crawford escaped from the confines of reform school after earning a high school diploma and enlisted in the Army at 13 by lying about his age. For the next two years, he took college level courses until the Army discovered his true age and gave him an honorable discharge.

Afterwards, in Atlanta, Crawford worked briefly for both the police and fire departments, but moved on before they discovered his real age. From there, he moved to New York City where, at age 18, he turned to a life of serious crime and drugs.

Crawford hit the streets for five years, peddling dope, stealing cars, and working for organized crime--all to maintain a comfortable lifestyle and a $1,000 per week cocaine habit.

He also became the wholesaler in a multi-million dollar bogus money ring. He was arrested in 1971 and sent to prison. His 10-year sentence was for counterfeiting, interstate transportation of stolen vehicles, and breaking and entering.

Although Crawford had been associated with crime for some time, this was his first experience within prison walls and he was not accustomed to the cell-block atrocities. Once, he got involved in a prison riot, which led to 18 months of solitary confinement.

Crawford re-evaluated himself during his time in solitary. He examined his rebellious attitude and became determined to regain his identity as an active member of society.

He read volumes of law books and sociological studies about crime. Once out of solitary, he became involved in civic organizations and eventually became the president of the Wabash Valley Jaycees, the group which helped Project Aware get started. In fact, Project Aware received the U.S. Jaycees national award as the best youth assistance program in 1973.

Crawford, after his parole in 1975, helped form the Northwest Legal Research Corporation in Great Falls, Montana, to work on Indian civil rights cases.

PROJECT AWARE (Continued)

A major portion of Crawford's self-imposed rehabilitation in prison was Project Aware. In a most effective manner, he uses the simple concept of communicating with young people on a personal level to attack a complex social problem--juvenile delinquency and crime.

The ultimate strength of this film is that each young member of the viewing audience immediately seems to identify with David Crawford "on the screen" and sit in stunned silence after the screening.

From the ensuing discussions and later reactions one message rings through loud and clear: "I'll think not twice, but a hundred times, before I want to experience what David Crawford just shared with me."

Color Film, 16mm, 8mm, and Videocassette, 30 minutes
Purchase: $450
Rental Fee: $50
Distributor: Mary Hanson
Perrennial Education, Inc.
477 Roger Williams
P.O. Box 855 Ravinia
Highland Park, IL 60035
Telephone: (312) 433-1610

Previewed by NSRN staff.

YOUTH TERROR: THE VIEW FROM BEHIND THE GUN

A dramatic new documentary examining juvenile crime. From 1960-75, juvenile arrests climbed an alarming 293% and continue to mushroom. Nearly 43% of the arrests for serious FBI offenses in 1975 were juveniles. Youthful offenders tell their stories: why they break the law; who gets robbed; how they feel toward their victims. They are young people who feel they have been left out of the American dream,and alienation, rage and despair are the result.

All of the major young characters have committee crimes; the majority have been arrested, many have multiple convictions. YOUTH TERROR attempts to convey a sense of the disordered, unjust world they see around them through an exploration of their lives, their motives and their feelings. An ABC News Closeup.

Color Film, 48 minutes
Purchase $695
Rental Fee: $70
Distributor: Deborah Richmond
McGraw-Hill Films
McGraw-Hill Book Company
110 - 15th Street
Del Mar, CA 92014
Call Collect: (714) 453-5000, ext. 34

Previewed by NSRN staff.

RAPE: ESCAPE WITHOUT VIOLENCE

The purpose of this rape prevention film is to teach women how to stop a rapist in a nonviolent manner. The premise is that few women are trained to have the mental attitude or strength to physically resist an attacker. This film was written and narrated by a woman who was raped and now teaches rape prevention to women's groups and classes.

The film begins by showing what steps to take to avoid getting in a rape situation in the first place. Since 30% of all rapes occur in the woman's home, it stresses important measures to take to insure security at home, such as always locking doors and windows, having keys in hand when arriving home, not opening doors to strangers, and not giving out any information over the phone.

The film also tells how to plan routes for optimum safety when walking, and how to evaluate the safety of a location. Most important, it demonstrates "body language" that makes a woman less vulnerable to rapists and various ways of projecting confidence and strength.

Even when something seems "not quite right," there are numerous ways to escape to safer environs and avoid contact with a potential rapist. Unfortuately, many women fear asserting themselves because they don't want to be embarrassed. The film depicts some of these situations and offers solutions that may feel awkward initially but are certainly preferable to what could happen if the man in question did turn out to be a rapist.

Color Film, 16mm, 8mm, videocassette, 18 minutes
Purchase: $270
Rental Fee: $27
Distributor: Mary Hanson
Perrennial Education, Inc.
477 Roger Williams
P. O. Box 855 Ravinia
Highland Park, IL 60035
Telephone: (312) 433-1610

Previewed by NSRN staff.

HIGH SCHOOL

"HIGH SCHOOL shows no stretching of minds. It does show the overwhelming dreariness of administrators and teachers who confuse learning with discipline. The school somehow takes warm, breathing teenagers and tries to turn them into 40-year old mental eunuchs... No wonder the kids turn off, stare out windows, become surly, try to escape...The most frightening thing about 'High School' is that it captures the battlefield so clearly; the film is too true." Peter Janssen, Newsweek.

B & W Film,75 minutes
Rental Fee: $135
Distributor: Pipporah Films
54 Lewis Wharf
Boston, MA 02110
Telephone: (617) 742-6680

Previewed by NSRN staff.

CHILDREN IN TROUBLE: A NATIONAL SCANDAL

Best documentary film to show the dehumanizing effect of the juvenile justice system.

Film, 28 minutes
Purchase: $260
Distributor: Film-Makers, Inc.
400 N. Michigan Avenue
Chicago, IL 60611
Telephone: (312) 644-7444

Not previewed by NSRN staff.

BAD BOYS

Alan and Susan Raymond have put together a disturbing film on kids who break the law. Bad Boys is disturbing because it forces its audience to confront the fact that the barrier between adults and children may be unbridgeable. The experts haven't agreed on a set of answers, but one comes away from Bad Boys wondering whether these hardened kids are worth saving, or, if they are, where the country is going to find people with the patience and the quality of mind to deal with these boys and girls.

Part I: Bryant High School: a typical American high school--with a 20% truancy rate.

Part II: Spofford Juvenile Center: a controversial detention facility in the South Bronx holding 10-16 year old children awaiting trial--at a cost of $65,000 per child/per year.

Part III: Brookwood Center: a maximum security prison for boys under 16 years, who have committed designated felonies.

B&W, 16mm film, or videocassette
Purchase: $1200 (film)
$ 800 (videocassette)
Rental Fee: $150 (print/cassette)
Distributor: Video Verite'
927 Madison Avenue
New York, NY 10020
Telephone: (212) 249-7356

Previewed by NSRN staff.

ACQUAINTANCE RAPE PREVENTION

In an attempt to combat "acquaintance" rape, the National Center for the Prevention and Control of Rape is making available this school year a package of four educational films and accompanying discussion guide materials for teachers and students. The materials, intended for use in junior and senior high schools, colleges, and community organizations, are designed to provide young adults with strategies for preventing "acquaintance" rape.

According to FBI Uniform Crime Reports, the majority of reported rapists are between 15 and 24 years of age, and, among teenagers, the rapist and victim often know one another through relationships that range from close family friend to casual acquaintance.

Four Color 16mm Films
Four Teacher's Film Guides, Discussion Posters and Student Fact Sheets
Distributor: C. Edgar Bryant
Vice President for Sales
Association Films, Inc.
1111 North 19th Street
Suite 404
Arlington, VA 22209
Telephone (703) 525-4475

Previewed by NSRN staff.

Audios

PROBLEMS OF YOUTH

Troubled teenagers from slums and suburbs frankly discuss their problems. Coping with family tension, drug abuse, delinquency, and truancy, they are eager to explain themselves. A concerned mother and a successful teenage girl are also interviewed. Designed to stimulate discussion in adult and student groups, each session is accompanied by several questions to help the group leader focus group response.

The program was prepared by Philip Kaminstein with the assistance of the staff of the Berkshire Institute for Training and Research in Canaan, New York.

Tape #1

Gloria -- Seeking to avoid problems at home, Gloria, a vivacious 14-year-old, took to the streets of the inner city. Pat -- Undergoing rehabilitation for drug abuse, Pat at 18 shares the details of her drug history and the insights gained through this experience.

Tape #2

Phil -- Unsuccessful at school, Phil makes observations which are pertinent about schools, teachers, and curriculum. Mrs. Schaefer -- Mrs. Schaefer discusses her difficulties in handling her oldest son who became deeply involved in drugs and delinquency.

PROBLEMS OF YOUTH (Continued)

Tape #3

Richard -- Abandoned by his father at nine, Richard describes his stealing, vandalism and other difficulties. Joe -- A 15-year-old middle-class youngster relates his serious delinquent history to his difficulties with his adopted mother.

Tape #4

Amy -- A self-assured, ambitious high school senior, Amy offers a critique of her school in terms of curriculum, discipline and teachers. John -- John, a school troublemaker, feels he was often unjustly accused. Chronic truancy led to court and institutionalization.

Tape #5

Mary -- Mary talks about sexual problems. About her boyfriend she says, "I feel he's the only one who ever loved me." Gary -- At age 15, Gary is an articulate youngster who reflects upon the frustrations which led him to drugs.

Tape #6

Tom -- Tom, an appealing 13-year-old, discusses his confusing parentage and disorganized home. Abused by his adopted father and then his step-father, he is not hoping for a happier life with his mother. Pete -- A member of a wealthy family, 15-year-old Pete tells how he became delinquent "just for the fun of it."

Purchase: $12.95 each (cassettes)
$72.00 Set of all six cassettes

Distributor: Lori Krinitz
Media Department
Harper & Row, Publishers, Inc.
10 East 53rd Street
New York, NY 10022
Telephone: (800) 223-2568
(800) 223-2569

Not previewed by NSRN staff.

Publications

STANDARDS RELATING TO POLICE HANDLING OF JUVENILE PROBLEMS, Egon Bittner, Brandeis University, and Sheldon Krantz, Boston University Law School

Recommends that police policies emphasize officers' use of the latest restrictive alternative in handling juvenile problems, limiting arrest to more serious incidents. Proposes that police policymaking involve input from the public as well as from agencies to which police will be making referrals.

Purchase: $ 7.95 (Tentative Draft, softcover, 176 pages)
$16.50 (Final Casebound Standard)

Distributor: Harper & Row, Publishers, Inc.
10 East 53rd Street
New York, NY 10022
Telephone: (800) 223-2568
(800) 223-2569

Not previewed by NSRN staff.

STANDARDS RELATING TO SCHOOLS AND EDUCATION, William G. Buss, College of Law, University of Iowa, and Stephen Goldstein, Hebrew University

Would provide juveniles with the right to an education and with the corresponding obligation to attend school or participate in equivalent courses of instruction. Removes truancy from court jurisdiction and calls for implementation of compulsory education through counseling and through efforts to eliminate conditions that undermine universal education. Outlines strong procedural safeguards.

Purchase: $ 7.95 (Tentative Draft, softcover, 192 pages)
$16.50 (Final Casebound Standard)

Distributor: Harper & Row, Publishers, Inc.
10 East 53rd Street
New York, NY 10022
Telephone: (800) 223-2568
(800) 223-2569

Not previewed by NSRN staff.

Other Material

INSIGHT
A LAW-RELATED NEWSPAPER

Law education today should be more than just a "frill". It can be a building block for effective citizenship, a basic goal in the teaching of social studies. More than ever, youth are in contact with the law. Property crimes are rising among teenagers. Schools more frequently are turning to the courts with drug and truancy problems. Across the country teenagers are being tried in courts as adults. These trends and others need attention at the classroom level.

INSIGHT brings law into the classroom in a new way. It is a law-related newspaper designed for secondary education. Packed with news and feature articles, editorials and opinions, follow-up questions, classroom activities, maps, charts and cartoons. Combining substance with style, it makes important information about law easier to teach and easier to learn.

Purchase: $15 Per Classroom Set (35 Student copies, 1 Teacher's guide)
Publisher: Correctional Service of Minnesota
1427 Washington Avenue South
Minneapolis, MN 55454
Toll Free #: (800) 328-4737
Minnesota residents call
collect: (612) 339-7227

Not previewed by NSRN staff.

THE REHABILITATION GAME

An educational board game acquainting students with the major sentencing alternatives that judges use for adult offenders. The game also confronts the player with many of the obstacles which face the offender who wishes to rehabilitate himself.

The game is played with up to six. It begins with each player rolling a die to determine his sentence and moving to the appropriate sentencing alternative. The object of the game is to move around the board to the Winner's Circle, acquiring 400 points in the process. It sounds easy enough ; but as in real life, players too often find themselves falling by the way, stalemated and very frustrated because of existing laws and attitudes.

Purchase: $ 2.95 each
$12.95 (for five)
Distributor: Correctional Service of Minnesota
1427 Washington Avenue South
Minneapolis, MN 55454
Toll Free #: (800) 328-4737
Minnesota residents call
collect: (612) 339-7227

Not previewed by NSRN staff.

Course 1 - Putting It All Together And Taking It Home

Module 1.1 - Introductory Session

Module Synopsis

Purpose

The goal of the module is to provide an opportunity for participants and training staff to become acquainted and for participants to become familar with the goals, objectives, content sequence, and materials of the workshop.

Objectives

Participants will be able to--

1. State their goals for attending the workshop
2. Become familiar with the goals, objectives, and procedures of the workshop
3. Understand their dual role as participants--to share as well as receive information
4. State the purpose of NSRN
5. Define at least one problem and one solution to violence and vandalism in their schools.

Target Audiences/Breakouts

This core module is appropriate for all workshop participants.

Module Synopsis (continued)

Course 1 - Putting It All Together And Taking It Home

Module 1.1 - Introductory Session

Media/Equipment

Slide projector
Synched audio tape player
Screen
Flip chart
Markers

Materials

Slide show--"School Violence and Vandalism: What Can We Do?"
Name tags
Sign-in sheets
NSRN plastic bags
Workshop agenda

Transparencies

1.1.1	A Typical Month for Students
1.1.2	A Typical Month for Teachers
1.1.3	A Typical Month for Schools
1.1.4	A Typical Year of Costs
1.1.5	A Typical Month of Fear in Schools

Background

1.1.1	Safe School Factors

Worksheet

1.1.1	Problems/Solutions Identified (will be included in all Participant Guides and available as a handout as well)

A Typical Month for Students

- 282,000 are attacked
- 112,000 are robbed by force, weapons, or threats
- 2,400,000 have something stolen worth less than $10

A Typical Month for Teachers

- 50% verbally abused by students
- 125,000 threatened with physical harm
- 6,000 robbed
- 5,200 attacked (NEA estimates 9,200)
- 1,000 assaulted seriously enough to require medical attention

A Typical Month for Schools

- 2,000 fires set
- 13,000 thefts of school property
- 24,000 reports of vandalism
- 42,000 cases of property damage

A Typical Year of Costs

NIE Safe Schools Study estimates
$200,000,000

Labor for repairs and replacement

+ Alternate buildings and materials

+ Security personnel and hardware

+ Insurance premiums

+ Indirect costs

Fear in Schools

- 3,000,000 students avoid at least three places in school
- 500,000 students afraid most of the time
- 12% of teachers hesitate to confront misbehaving students because of fear

Course Agenda by Module

Course 1 - Putting It All Together and Taking It Home

Module 1.1 - Introductory Session

Total Time 2 hours and 45 minutes (plus 45 minutes for registration)

Module Summary

The goal of the module is to provide an opportunity for participants and training staff to become acquainted and for participants to become familiar with the goals, objectives, content sequence, and materials of the workshop.

Activity/Content Summary	Time
1. Registration	45 min.
A. Sign-In	
B. Complete Problems/Solutions Worksheet	
C. Distribute Materials	
2. Orientation	75 min.
A. Introduction of Trainers	
B. NSRN	
C. Workshop Overview	
D. Ice-Breaker	
3. The Problem	10 min.
4. The Solutions	15 min.
5. Participants' Experiences	30 min.
6. Description of Courses and Modules to be Offered	15 min.
7. Workshop Evaluation	15 min.
A. Rationale	
B. Forms	
C. Procedures to Ensure Confidentiality and Collection of Information Sheet	
8. Wrap-Up	5 min.

Course 1 - Putting It All Together And Taking It Home

Module 1.1 - Introductory Session

Detailed Walk-Through

Materials/Equipment	Sequence/Activity Description

1. Registration (45 min.)

This activity allows flexibility for arrival time. Coffee and refreshments should be available in the registration areas. At lease one trainer should be present until the Orientation begins. Signs should be posted indicating the three procedures for registration: sign-in, completing forms, and receiving materials.

A. Sign-in

Participants write their names, addresses, and phone numbers on a list. This information should be compiled into a roster and distributed to everyone on the final workshop day. A name tag should be filled out and worn.

B. Complete Forms

Using the form provided, participants will list the problems they hope to find help in solving during the workshop. On the other side of the paper, they will record solutions they have already developed to meet the problems they face. This information will be used during the introductory module and updated throughout the workshop.

C. Distribute Materials

Each participant will receive a bag containing the following items:

- Workshop agenda
- Information about NSRN
- Logistical information pertinent to the training site (e.g., parking, restrooms, telephones)
- Pad of paper and pencils
- Name tag
- The Participant Guide for Course 1, "Putting it All Together and Taking it Home."

Materials/ Equipment	Sequence/Activity Description

2. Orientation (60 min.)

A. Introduction of Trainers

All trainers, assistants, volunteers, and regional and national staff are introduced. One member of this group who has previously been designated as the convener of sessions will proceed with the activities. Activities include:

- o Welcoming participants
- o Introducing staff
- o Briefing participants on the schedule for the morning (activities, times) and giving information about locations of restrooms, the availability of coffee and food, procedures for posting or receiving messages, and other administrative details as necessary.

B. NSRN

The trainer should briefly describe the background of the workshop:

- o The workshop was put together by the National School Resource Network (NSRN).
- o The NSRN is managed by the Center for Human Services (CHS) which is located in Washington, D.C., under an Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice grant.
- o NSRN is designed to assist educators, administrators, parents, students, and community agency personnel in preventing and reducing violence and vandalism in the schools.
- o NSRN was instituted in 1979 in response to growing awareness at local, State, and Federal levels of a problem demanding immediate attention.
- o NSRN is comprised of a national center and four regional centers. Each center coordinates training and technical assistance on an area wide basis.
- o NSRN provides nationwide training events, technical assistance (T/A), and information dissemination.
- o The goal of all Network activities is to effect prevention and reduction in violence and vandalism in schools and to help schools become safer, more positive places in which

Materials/ Equipment	Sequence/Activity Description

to learn. This goal will be achieved when people in schools, and those working with and affecting them, introduce policies, programs, and strategies for change. This includes workshop participants, the schools they represent, and the agencies and institutions in those school communities as well as State and national agencies and governments.

- o A mechanism for achieving this goal is sharing resources--disseminating ideas and solutions that <u>are</u> <u>being</u> <u>tried</u> and <u>are</u> <u>working</u> in schools and communities around the country.
  - This process is constantly evolving. The task of identifying, describing, cataloging, and disseminating ideas has only begun.
  - The Network works by learning what <u>can</u> work and what <u>has</u> <u>been</u> tried by everyone involved, including <u>you</u>.
  - By networking, sharing resources, trading ideas, <u>all</u> learn...and all come that much closer to a common goal.

C. <u>Workshop Overview</u>

The trainer should review the workshop goals, objectives, and agenda and pay particular attention to the first-day program, times, and procedures. Trainer should explain the following:

- o <u>Goals</u>--The goal of the workshop is to help participants meet the challenge of school violence and vandalism by suggesting successful strategies which have been developed in response to the problem.
- o <u>Objectives</u>--Through this workshop, participants will be able to--
  - Understand the range and depth of the problem of school violence and vandalism
  - Become familiar with theory and basic research on the linkage between hostile factors in the environment and incidents of misbehavior, disruption, and crime
  - Identify areas of solution identification
  - Explore literature, audiovisual materials, and other resources for strategizing problem identification and solutions

Materials/ Equipment	Sequence/Activity Description

- Develop plans for carryover of workshop learnings to home situations.

o Design

- This workshop consists of courses, each with a number of modules

- The sequencing of modules during the workshop has been arranged according to their mood, tone, and subject matter. There has been a deliberate attempt to provide variety and relief in the sequence.

- Some modules are offered in concurrent sessions. Teams are encouraged to represent their home situations by dividing up and attending both modules offered concurrently. Others should choose the modules most relevant to their needs and interests.

- This workshop is evolutionary in format. That is, designers and trainers are open to your suggestions for better ways of structuring and sequencing the sessions in the workshop.

- On the third day of the workshop, there will be an "early dismissal"--to accommodate the natural fatigue level at that time in the workshops.

o Materials

- Each course has a Participant Guide which includes an outline of the course content (module by module), materials used, background readings, and worksheets (if applicable). Participants will receive each Guide during the first module session of each course.

- Audiovisuals will be used throughout, including transparencies, videotapes, and slide shows.

o Strategies

- There will be large and small group sessions as well as lectures.

- Throughout, participants will engage in activities including discussion, completion of worksheets and checklists, and, most importantly, sharing of information and ideas with others.

Materials/ Equipment	Sequence/Activity Description

Flip chart
Marker

D. Ice-Breaker

Trainer will ask participants to pair off in teams of two. They should choose a person they do not know. Teams will be asked to discuss for a few minutes specific information about themselves, their names, work situations, goals for attending the workshops, and anything else they consider interesting or important.

The trainer then asks each team member to report to the large group what they learned about the other. During this time the goals stated are listed on a flip chart for compilation and distribution at the end of the day.

3. Minilecture Using Transparencies: The Problem (10 min.)

Overhead projector

Screen

Trainer should make the following points:

- The problem of violence and vandalism in schools has become one of the most urgent and difficult challenges in every community.
- Recent data collected nationwide indicate (in both public perception and in actuality) that incidents of violence and vandalism have come to be a fact of life.

Transparency 1.1.1

Show and review Transparency 1.1.1 and make the points below.

A Typical Month for Students

282,000 Attacked

112,000 Robbed

2,400,000 Victims of Theft

Materials/ Equipment	Sequence/Activity Description

- "Violent Schools -- Safe Schools," the study report to Congress, was released in December 1977 by the National Institute of Education of the U.S. Department of Health, Education, and Welfare. The report gives these staggering figures to describe a typical month for students nationwide:
  - Each month 282,000 students are attacked
  - Each month 112,000 students have something taken from them by force, weapons, or threats
  - Each month 2,400,000 students have something, usually worth less than $10, stolen from them.
- Victims of abuse and criminal behavior, however, are not limited to students. The NIE study also reports that --
  - During one month 50 percent of the teachers questioned indicated they were subjected to verbal abuse from students.

Transparency 1.1.2

Show and review Transparency 1.1.2 and make the points below.

A Typical Month for Teachers

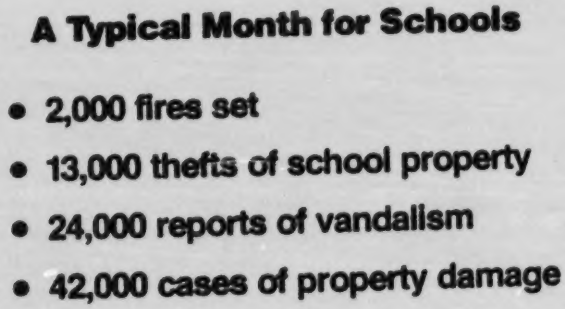
- 50% verbally abused by students
- 125,000 threatened with physical harm
- 6,000 robbed
- 5,200 attacked (NEA estimates 9,200)
- 1,000 assaulted seriously enough to require medical attention

Materials/ Equipment	Sequence/Activity Description

- Further, during a typical month nationwide --
  - 125,000 teachers are threatened with physical harm
  - 6,000 teachers have something taken from them by force, weapons, or threats
  - 5,200 teachers are attacked (estimates by the National Education Association (NEA) are higher--9,200 per month)
  - 1,000 teachers assaulted seriously enough to require medical attention.

Transparency 1.1.3

Show and review Transparency 1.1.3 and make the points below:


A Typical Month for Schools
• 2,000 fires set
• 13,000 thefts of school property
• 24,000 reports of vandalism
• 42,000 cases of property damage

- Regarding incidents involving loss or damage to school property, the NIE report states that during a typical month nationwide there are--
  - 2,000 fires set
  - 13,000 thefts of school property
  - 24,000 reports of vandalism
  - 42,000 cases of property damage.

Materials/ Equipment	Sequence/Activity Description
	NIE estimated a $200 million annual loss due to unlawful activity in schools nationwide.
Transparency 1.1.4	Show and review Transparency 1.1.4 and make the points below.

A Typical Year of Costs

NIE Safe Schools Study estimates $200,000,000

Labor for repairs and replacement

+ Alternate buildings and materials

+ Security personnel and hardware

+ Insurance premiums

+ Indirect costs

- o This figure, however, only reports the cost of materials for repair and replacement, and not for other monetary costs such as:
  - Labor for repairs
  - The use of alternate buildings and materials while repairs are being made
  - Security personnel and hardware to prevent repetition
  - Rising insurance premiums
  - Indirect costs, such as higher prices for replacements.
- o Therefore, it is reasonable to conclude that the actual dollar amount could easily be twice or three times higher than the one reported.
- o There are, however, greater and more serious costs resulting from violence and vandalism. These are not easily computed in dollar amounts.

Materials/ Equipment	Sequence/Activity Description
Transparency 1.1.5	Show and review Transparency 1.1.5 and make the points below.

Fear in Schools

- 3,000,000 students avoid at least three places in school
- 500,000 students afraid most of the time
- 12% of teachers hesitate to confront misbehaving students because of fear

o NIE reports that nationwide --

  - Three million students avoid places such as restrooms and hallways in school because they are afraid
  - Five hundred thousand students are afraid in school most of the time
  - Twelve percent of the teachers questioned said they hesitated to confront misbehaving students because they fear for their own safety.

o The effects of these and other related phenomena, such as physical and psychological illnesses, on the morale of members of the school community cannot be quantified. However, most studies indicate that current costs are enormous and that those projected are staggering.

o The problems of violence and vandalism in schools demand immediate attention and solutions. But at the same time, they require fuller understanding and explanation is required. What is the extent of lawless and disruptive behavior in schools? What are the causes? What contributes to less violent, less fearful, learning environments? How can schooling become more positive, productive and supportive of healthy development of potential?

Materials/ Equipment	Sequence/Activity Description
	o This workshop is an attempt to answer some of these questions. By defining the problem more clearly and by outlining some of the characteristics that seem to prevent or diminish crime, it will be shown how effective measures can be taken so that the environment for learning is significantly improved.
	4. The Solutions (15 min.)
Sound synchronized slide projector Screen Slide show 1.1.1	The trainer should introduce the sound synchronized slide show making the following points: o The show overviews six areas where problem of violence and vandalism occur in the schools. o The show highlights solutions in a format which corresponds to that of the workshop. That is, the courses, or areas of concentration, in the slide show are those of the workshop: Discipline, Climate, Security, Environment, Interpersonal Relations, and the Community at Large. Show slide show . .
	5. Participants' Experiences (30 min.)
Flip chart Marker	The trainer asks participants to regroup with their partner from the ice-breaker and team up with another pair. Participants in groups of four will share for 15 minutes the problems and the solutions which they wrote on forms during registration. The trainer asks group spokespersons to summarize their groups' problems and solutions. This information is written on a flip chart and will be compiled and distributed at the day's end.
	6. Wrap-up (5 min.)
	The trainer should do the following: o Invite further questions to clarify participant expectations o Recapitulate the session as having given participants an opportunity to learn about each other and the workshop program o Preview the next session o Conclude by announcing a 10 minute break and the time of the next session.

Course 1 - Putting It All Together and Taking It Home

Module 1.1 - Introductory Session

Worksheet I-D 1.1.1

Participant Worksheet

Problems/Solutions Identified

Directions: On this side of the page, please list any major problems you have identified as critical for your school or community to work on and that you hope to achieve help in solving during this workshop. Problems may be specifically related to: 1) violence and vandalism; 2) school security; 3) school climate; 4) interpersonal relations; 5) discipline; 6) school environment; 7) school-community relations and cooperation; or others.

On the reverse side, please list any solution ideas or strategies in the problem areas or any others that you have found helpful in preventing/reducing school violence and vandalism and creating safer schools which are more positive places for learning.

Problems

Course 1 - Putting It All Together and Taking It Home

Module 1.1 - Introductory Session

Background I-D 1.1.2

Background Materials

Violent Schools--Safe Schools Excerpts

The National Institute of Education's Violent Schools--Safe Schools study includes data on factors associated with school violence and vandalism. The following is excerpted from the study.

FACTORS ASSOCIATED WITH SCHOOL VIOLENCE AND VANDALISM

Statistical analysis has shown that 22 factors are consistently associated with school violence and property loss, even after each factor is weighed against others. The 10 factors associated with violence are:

1. The crime rate and the presence or absence of fighting gangs in the schools' attendance area. It seems that the more crime and violence students are exposed to outside of school, the greater the violence in the school.
2. The proportion of students who are male. Since males commit more violent offenses than females, schools with higher proportions of males have more violence.
3. The grade level in secondary school and the age of the students. The lower the grade level and the younger the students, the more violence in the school. Possible reasons for this have already been discussed.
4. The size of the school. The larger the school, the greater the risk of violence, though the association is not strong.
5. The principal's firmness in enforcing rules and the amount of control in the classroom. The more firmly a school is run, the lower the incidence of violence.
6. Fairness in the enforcement of rules. The absence of fairness, as perceived by students, seems to provoke violence.
7. The size of classes and the number of different students taught by a teacher in a week. Apparently the implication is not only that teachers have better control over smaller classes, but that more continuous contact with the same students helps reduce violence.
8. The relevance of academic courses. Schools where students say that teachers are not "teaching me what I want to learn" have more violence. Students "turned off" by school seem to cause trouble.
9. The importance of grades to students. Schools where students strive to get good grades have less violence.
10. The students' feelings of control over their lives. Schools in which students feel they have little control over what happens to them have more violence.

In addition, there are 12 factors consistently associated with property losses due to crime in schools:

1. The crime rate in the attendance area.
2. Residential concentration around the school. The school's proximity to students' homes may make it a convenient target for vandalism.
3. The presence of nonstudent youth around school, cited by principals as a problem. Evidently, they increase the school's risk of property loss.
4. Family intactness and family discipline. Schools having higher proportions of students from families in which both parents are present, and in which discipline is firm, suffer less property loss due to vandalism and other offenses.
5. School size. In larger schools, where there is more to steal or destroy, property losses will be higher.
6. Rule enforcement, classroom control, and nonclassroom supervision. These again indicate that the more firmly a school is run, the fewer offenses it has.
7. Coordination between faculty and administration. This is another measure of how well the school is run.
8. Hostile and authoritarian attitudes on the part of teachers toward students. As a response to such attitudes, students apparently take it out on the school.

9. Students' valuing their teachers' opinions of them. Schools in which students identify with their teachers have less vandalism.

10. The manipulation of grades as a disciplinary measure. This practice may be seen by students as arbitrary and unfair, with the result that the school again is the victim.

11. The importance of grades to students. Schools where students strive to get good grades have more vandalism.

12. The importance of leadership status to students. Schools where there is intense competition for leadership have greater property losses.

In considering these 22 factors, certain themes emerge. The first is that while community and other background factors have a substantial influence on the amount of violence and property loss, schools are by no means the helpless victims of their circumstances. Many school factors seem to influence the amount of crime that schools experience. A sense of helplessness about the situation may even contribute to the problem by undercutting the positive steps that could be taken.

Second, systematic discipline and strong coordination between faculty and administration, both important factors in school governance, can have a substantial effect in reducing a school's problems.

Third, fairness in the administration of discipline and respect for students is a key element in effective governance. The absence of this characteristic in a school can lead to frustration and aggressive behavior by students.

Fourth, while size and impersonality are associated with school vandalism and violence, impersonality seems to be the more important of the two. Evidently, the closer and more continuous the personal bonds between teachers and students, the lower the risks of violence. In the Phase III Case Studies, respondents frequently mentioned the importance of personal contact. Not only does it increase a teacher's influence with students, but if students are known and can be identified, they are less likely to commit violent offenses. Further, close personal ties between teachers and students may increase the students' commitment to and involvement with the school.

Fifth, the perceived relevance of academic courses is a factor in the amount of violence a school experiences. Sixth, the discovery that striving for good grades at school seems to reduce violence while increasing vandalism does not mean that violent schools are faced with the difficult choice of trading violence for vandalism. There seem to be two syndromes—one for violence and another for vandalism—involving different kinds of students. In particularly violent schools, students are likely to be apathetic about grades, to have given up on school, and to feel that they have little control over their lives. Emphasizing academic achievement in such schools, as seen in the Phase III case studies, is part of the process of building school pride and student commitment, both of which are ingredients in turning violent schools into orderly ones. Many "turned off" students can be turned on again.

The vandalism syndrome, on the other hand, seems more likely to involve students who care about school, but who are losing out in the competition for grades and leadership positions, or who perceive grades as being unfairly manipulated for disciplinary purposes. Denied what they consider fair and adequate rewards by the school, they take aggressive action against it.

If a school is large and impersonal, discipline lax and inconsistent, the rules ambiguous and arbitrarily or unfairly enforced, the courses irrelevant and the reward system unfair, the school lacks a rational structure of order and the basic elements necessary to maintain social bonds, both among students and between students and school. In the absence of these, acts of violence and vandalism, whether for immediate gratification or rebellion, are likely to be common.

Violent Schools--Safe Schools further outlines action strategies for schools to aid in reducing and preventing school violence and vandalism.

Implications for Action

This study was designed to aid Congress in its deliberations on crime and violence in schools, not to formulate a Federal program as such. Hence we confine ourselves to pointing out measures that can usefully be undertaken by local school districts and schools. Some of these can be implemented by local communities themselves, without further assistance; others would require additional resources. The implications for action are organized around major themes of the report.

I. We found that while past increases in crime and violence have leveled off, there is abundant evidence of a problem requiring concerted action. In many respects school crime and violence stem from sources outside the school; but there are steps which schools and school districts can take to reduce such problems.

1. Crime and disruption in schools should be recognized as a significant problem, and the problem should receive the open attention and public concern it deserves. In the course of the study, a tendency to understate or minimize the extent of the problem was sometimes evident. Progress toward solving a problem cannot be made until the problem itself is recognized.

2. If a school district has reason to think that its schools may have a serious problem the dimensions of which are unclear, an assessment of the problem is in order. Some of the methods and instruments developed in the course of this study are suitable for such an assessment, though they should be used with an awareness of their limitations. This approach can also provide detailed information valuable for planning purposes (Chapter 2).

3. If crime and disruption are serious problems in a school or school district, the priority given to the issue must be a primary one. This may require some hard decisions about the relative value of other desirable goals and programs, although it is clear that educational goals cannot be achieved in an atmosphere of violence and disorder. Assigning a high priority to the issue also means that the district administration, backed by the board of education, should provide prominent, active support for efforts to deal with these problems (Chapter 6).

4. School districts and their communities should recognize that schools can do a great deal to reduce crime and disruption. If the feeling that nothing can be done pervades a school, nothing is expected or demanded of students, faculty, or administrators. Yet we found that many schools have managed to control and reduce the incidence of crime and disruption through locally developed and initiated programs (Chapter 5, Case Studies).

5. While schools can and should do a great deal to reduce crime and disruption, an adequate program to deal with the problem requires the consensus, cooperation, and resources which can come only through local planning and coordination supplemented by financial and technical assistance. Social policy is dependent on a measure of consensus among those groups that are affected by and have an effect on social problems. Such consensus begins with the identification of goals to be sought and the means of attaining them. In order to develop an effective program to make schools safe, it is necessary that interested parties in the communities—including parents, social agencies, the police, the courts, and others—join together to plan and implement such programs. Other financial resources and expertise should be available as a supplement to, but not a substitute for, local policymaking and planning.

II. A system of governance providing an equitable structure of order characterizes schools which are working and seems to differentiate safe schools from those which are having problems. Student commitment to the school is an important factor in the safety of schools.

6. Seriously affected schools should give particular attention to the establishment of legitimate and effective governance programs. Such programs involve at least two things: (1) firm, fair, and consistent discipline; and (2) a structure of incentives (such as grades and honors) which adequately rewards students for their efforts and achievements (Chapter 5, Case Studies). Attention should be given to rewarding diverse kinds of accomplishments (including individual improvement) and to broadening the availability of rewards.

7. Schools and their communities should recognize that the role of the principal is important to the success of any school, but that it is the key in schools which are seriously affected by crime and disruption (Chapter 5, Case Studies). Seriously affected

schools require principals who have strong leadership and administrative abilities. Recruitment and selection of such principals is essential. Attention should be given to the career ladder for assistant principals and to their movement into principalships. Specialized training of principals is also needed both in graduate schools and afterwards. Apprenticeships with principals who have demonstrated success in leadership of difficult schools is one method of training. Given the unusual qualities required for this job, incentives should be available to keep talented principals in the schools that need them most.

8. Communities and their school districts should provide the resources necessary to enable principals in seriously affected schools to exercise a leadership role vis-a-vis students as well as teachers. In practical terms, this might mean providing the principal with the assistance necessary to take care of some of the routine business of school administration, leaving the principal free to spend more time with students and teachers. The importance of the principal as a role model for students was evident in the study. Leading by example, putting in long hours, and being visible and available were essential activities. To maintain this posture requires that principals not delegate the functions of educational leadership and maintenance of discipline to others in order to carry out the routine administrative tasks which are part of the job.

9. Teachers and other school personnel require pre- and in-service training for making schools safe. While the principal seems to be a key element in establishing and maintaining a governance system which produces a safe school, the teachers, their relations with the administration, and their abilities in classroom management are also of considerable importance (Chapter 5). Many teachers report that "we weren't prepared for this" when they relate the problems they encounter in schools which have serious problems with crime and disruption. For teachers in seriously affected schools, intensive training in classroom management, perhaps provided in the summer, can be an important means of increasing their skills.

10. Communities and their school districts should increase the number of teachers in schools which are having serious problems with crime and disruption. Classrooms are the safest places in school, and smaller classes are associated with decreased incidence of crime and disruption (Chapters 2, 3, and 5). One response for a school which is having problems is to increase the number of teachers per pupil.

11. Consideration should be given to ways of increasing the "personalization" of secondary schools. School size, student anonymity, and alienation seem to be factors in school crime (Chapter 5, Case Studies). The principal's accessibility and lower student-teacher ratios should help "personalize" larger schools. Increasing the amount of continuous class time that a teacher spends with a given group of students would: (1) increase personal contact with students; (2) in junior highs, ease the transition from elementary schools; and (3) reduce traffic in the halls.

12. Seriously affected schools should provide more relevant courses to students, especially those who are alienated and "turned off" by school. The perceived lack of relevance is associated with apathy and violence in schools (Chapter 5). This is an old problem, but not an intractable one. Voluntary alternative schools and programs, many of which have a good track record with such students, should be considered as one approach.

13. Relationships between the administration and teachers, among teachers, and between the school and the school system are important in producing safe schools and should be supportive in dealing with the problem. "Down the line support" from the board of education and central administration to the classroom was a frequently mentioned necessity for school safety. The support of communities and parents can also help. Within the school, supportive attitudes toward students can help to contribute to a school climate which makes positive identification with the school, or "school spirit," more likely to develop (Chapters 6 and 7 and Case Studies).

III. Security measures and procedures can be helpful in reducing violence and property loss in schools, provided they are not used as a substitute for effective governance. In the absence of adequate leadership and student commitment to the school, security measures can become just another challenge to youngsters bent on attacking the school or other students.

14. School systems with serious problems of violence and vandalism can benefit from the hiring of additional security personnel. The recruitment and training of such personnel should emphasize interpersonal skills as well

security functions. Security personnel can be effective in reducing crime and disruption in schools. Since they often function as peacekeepers and sometimes counselors, they should be recruited and trained to be able to fulfill these roles properly (Chapters 6 and 7 and Case Studies).

15. Schools experiencing serious problems should give special attention to surveillance and traffic control in areas such as hallways, stairwells, and cafeterias, where violence and disruption are most likely to start. Hallways especially may be strategic locations in troubled schools (Chapter 2, Case Studies). The better a principal is able to control them, the better the chances of restoring order to the school. The more adult hall monitors available, the better the chances of controlling the halls.

16. Schools and school systems should move to improve recordkeeping and reporting of serious problems to the police and other appropriate agencies. Many systems have requirements for the reporting of incidents, but they are often not followed (Chapter 1). School districts facing serious problems of vandalism and violence should review these requirements and, having done so, enforce them. It may be helpful to consult police in formulating guidelines for when they should and should not be called. The establishment and maintenance of recordkeeping systems and the development of reporting guidelines should be undertaken by school systems to ensure uniformity of recording and reporting.

17. Schools and school systems in which crime is a problem should coordinate their efforts with those of local courts. While local courts are central to the administration of juvenile justice, the schools express very little confidence in them (Chapter 6). The schools and courts should work together to plan and coordinate their activities with regard to juvenile (and school-age adult) offenders.

18. Schools and school systems should select security devices with care and with reference to their special needs. There are a great number of such devices available, and they vary in utility and reliability. Principals' responses indicate that security devices in general can be effective, but schools seeking such devices and systems should also seek advice on which ones to acquire and how they may best be used (Chapters 6, 7). Advice from school districts which have used them can be helpful (many large city districts have), and information on their testing and certification is available from various sources cited in Chapter 6.

Course 1 - Putting It All Together and Taking It Home

Module 1.1 - Introductory Session

Background I-D 1.1.3

Background Materials

Evaluation Description and Procedure Sheet

The National School Resource Network has contracted with the Evaluation/Policy Research Associates, Ltd. (E/PRA) to conduct an ongoing evaluation of the Network's services and its accomplishments. The purpose of this evaluation is to provide continuous feedback designed to improve Network services. Since the evaluation is responsible for determining the short and long range outcomes of Network activities, it requires the involvement of every individual participating in these sessions.

During the course of the workshop you will be asked to complete several short questionnaires which will allow us to evaluate the training program--including the focus, the materials, the trainers, the training itself, and the effects of the training. These questionnaires represent just one facet of a much larger effort to evaluate the operation and usefulness of the Network. A sample of the persons attending the core training workshops will be contacted at a later date (between two and six months after the workshop) to find out whether their attendance at the training has actually helped them in adopting new or better strategies for preventing and/or reducing school violence and/or vandalism.

We would like you to help us by providing some basic information about yourself and your school affiliation and by conscientiously completing the other evaluation materials on a daily basis.

Specific forms have been designed to receive feedback from participants on these workshop activities. They include the following:

1. NSRN-E-04.1 Participant Information
2. NSRN-E-05.1 Participant Daily Evaluation
3. NSRN-E-06.1 Participant Final Summary

All data will be collected by E/PRA staff or collected by Network staff and sent immediately to E/PRA at the close of the training session. This material will be kept under lock and key. Your anonymity will be most carefully protected; and all information which you provide will be held in strictest confidence. No information provided by any individual will be used or released with his/her name or identifying information.

Procedures

When you signed in this morning, you were randomly handed a card with a confidential "respondent code number" on it. This "respondent code number" should be placed on each participant evaluation form completed by you. The use of this code number will ensure the confidentiality of your responses.

Record your number on this sheet in the space provided below for reference throughout the workshop.

Respondent Code Number _____

E/PRA needs to know the identity of each respondent for followup contacts. Therefore, we request that you print your name on the card with your number on it and return it to the workshop participant who volunteers to collect these cards and mail them directly to E/PRA at the end of the session. He or she will keep the cards until the end of the session in case you forget your number.

At this time, you should complete the Participant Information form. You will notice that we have requested information about you (items under number 4) that you are not required to provide. However, the availability of this data would enhance the evaluation of this project, and we would appreciate your volunteering this information about yourself. Please return this form to the "data collection box" located next to the sign-in sheet before you pick up your lunch.

For the remaining days of this workshop, you will be completing the Participant Daily Evaluation at this same time. You will be given your first form now. Please use this instrument to evaluate each session you attend. The first session for today will commence immediately after lunch. Please complete each item and be open and candid with your response. You will return this material to the "data collection box" just before lunch tomorrow. You will be given your form for the next day at that time.

A Participant Final Summary form will be distributed to you for completion after the last session on Friday. These forms will be collected by the trainer who provides the last session.

Your participation in this evaluation is essential to the success of this project. It will help us to improve future workshops and identify workshop activities that are most beneficial for participants. If you have any questions about any aspect of this evaluation or suggestions for improving the instruments, you may consult with the person coordinating the workshop, or you may contact:

Dr. Janice L. Ereth, Project Director
Evaluation/Policy Research Associates, Ltd.
Suite 1010
735 West Wisconsin Avenue
Milwaukee, Wisconsin 53233
(414) 278-0175

Thank you for your cooperation and assistance.

E/PRA NSRN-E-01.1
Revised 10-31-79

Course Putting It All Together and Taking It Home

Module 1.1 Introductory Session

Background I-D 1.1.1

Background Materials

Safe School Factors

The subject of school violence and vandalism has received increasing attention in recent years. Perhaps the most comprehensive treatment of the issue to date is found in Violent Schools--Safe Schools: The Safe School Study, conducted by the National Institution of Education (NIE) in 1977. The three-volume report of the NIE study combines vast amounts of statistical data with concrete and practical recommendations for dealing with the problems. The NIE report, often called the Safe School Study, allows meaningful comparison between common perceptions of the problem of school violence and vandalism and the actual situation in the schools. However, the study also shows the difficulty of compiling data on a national level.

As one begins a review of the data, two factors emerge that seriously affect interpretation of the incidence of violence and vandalism in the schools. The first is the problem of definitions. What precisely is violence, or vandalism? For example, is intimidation or verbal abuse to be considered a violent act? And what should be considered vandalism? Arson? Theft? Acts of destruction committed without malicious intent? A second complicating factor is the differences among the schools studied. The inevitable uniqueness of each case can limit the usefulness of comparisons or generalizations. For example, a rural or small suburban school might not have an elaborate security system, or trained security personnel. An urban school might have such a capability. If there is more theft or vandalism in the suburban school, it would be wrong to conclude that the urban school is less prone to the problems.

A major finding of the Safe School Study is that many of the common assumptions about violence in schools prove to be false. For example, many people believe that schools are the passive and automatic reflectors of the degree and extent of crime and violence in their neighborhoods. Schools are deeply affected by general conditions in society and by specific problems of a given community. However, the Study indicates that schools do not merely reflect the crime rates and patterns of their communities. Instead, schools in urban areas tend to be less violent that their immediate surroundings, while suburban schools are often plagued by more crime problems than their communities. This means at least two things. First, every school is a "community" which must be fully understood on its own terms, not simply responded to with generalizations about "type" or "setting." Simple explanations that link violence and vandalism in schools with what is perceived to be larger and "exterior" tendencies don't work. Second, because schools do not automatically reflect violence patterns in communities, it is evident that teachers, students, and administrators have considerable impact on prevention and reduction of violence and vandalism in their schools.

The Safe School Study characterizes two kinds of secondary school; one with little violence, the other with little property loss.

Student Violence is Lower in Schools:

1. Whose attendance areas have low crime rates and few fighting gangs
2. That have a smaller percentage of male students
3. That are composed of higher grade levels
4. That are small
5. Where students rate classrooms as well disciplined, where rules are strictly enforced, and where the principal is considered strict
6. Where students consider school discipline as being fairly administered
7. Where there are fewer students in each class and where teachers teach fewer different students each week
8. Where students say that classes teach them what they want to learn
9. Whose students consider grades important and plan to go to college
10. Whose students believe they can influence what happens in their lives by their efforts, rather than feeling that things happen to them which they cannot control.

Property Loss is Lower In Schools:

1. Whose attendance areas have low crime rates
2. Where fewer students live close to the school
3. Which do not have many nonstudents on campus during the day
4. Where families support school disciplinary policies
5. That are small
6. Whose students say that classrooms are well controlled, rules are strictly enforced, and where teachers say they spend more time in nonclassroom supervision
7. Where teachers say that the principal works cooperatively with them and is fair and informal in dealing with staff
8. In which teachers do not express hostile and authoritarian attitudes toward students
9. Whose students value their teachers' opinion of them

10. Where teachers do not lower students' grades for disciplinary reasons

11. Whose students do not consider grades important and do not plan to go to college

12. Whose students do not consider being school leaders important personal goals.

The "safe school" has a system of discipline that is fairly administered and enforced by the principal as well as staff. In a safe school students consider rule enforcement fair and consistent. Parents support and cooperate with the school discipline policy. The safe school has smaller classes and teachers can therefore attend more to each student. In a "safe school," students are clearly aware of the value and relevance of their course work and they recognize the importance of academics and will work toward achievement. Students also feel that the grading system is fair, not punitive, and that mere competition for academic success does not outweigh individual efforts to learn and progress. In a safe school, the administration is active and visible in promoting an atmosphere of fairness, cooperation, and relevance.

Course 1 - Putting It All Together and Taking It Home

Module 1.2 - Introduction to Planning; Awareness

Module Synopsis

Purpose

This module is the first in a five-module sequence which aims to encourage and assist local schools and communities to develop and implement new programs to prevent or control school violence and vandalism. Stage 1, Building Awareness, emphasizes the needs to get people involved in planning by building relationships with persons concerned about school vandalism and violence, to identify problems by getting acquainted with those people and their perceptions of the problems, and to collect data by learning more about the school and the community so the problems may be better understood.

Objectives

Participants will be able to--

1. Identify three steps in building awareness
2. Identify three purposes of kickoff meetings.

Target Audiences/Breakouts

The core module is appropriate for all participants and should be attended by all. Five-to-six person breakout groups will be formed, and membership should remain constant throughout the planning sessions.

Module Synopsis (continued)

Course 1 - Putting It All Together and Taking It Home

Module 1.2 - Introduction to Planning; Awareness

Media/Equipment

Overhead projector
Screen
Flipchart
Markers

Materials

Transparencies

1.2.1	Reduce-Prevent
1.2.2	Improve . . .
1.2.3	Result of Training . . .
1.2.4	In the Planning Course . . .
1.2.5	Planning
1.2.6	Planning--A Systems Model
1.2.7	Planning Sequence
1.2.8	Program Ideas for . . .
1.2.9	Building Awareness
1.2.10	Readiness
1.2.11	Kickoff Meeting . . .

Participant Worksheets

1.2.1	Building Relationships
1.2.2	Assessing the Problem

Trainer/Participant Background Material

1.2.1	Overview of Planning Steps

Reduce—Prevent

- Vandalism
- Serious Crime
- Classroom Disruption
- Fear
- Suspensions and Expulsions

Improve . . .

- Climate for Learning
- Safety of Students and Staff
- School-Community Cooperation

Result of Training . . .

- Develop and implement new programs to prevent or control school violence and vandalism

In the Planning Course . . .

- Review a Planning Process
- Integrate and apply your learnings from other courses
- Be ready to initiate action back home

Planning

Who

Why

How

What

?

Planning—A Systems Model

- Planning includes establishing intended outcomes and designing programs using available resources.
- In the planning sessions which will occur during the next four days, you will begin working on your own ideas for planning.

Planning Sequence

"Putting It All Together"

- Building Awareness
- Deciding What To Do
- Deciding How To Do It
- Evaluating

"Taking It Home"

Program Ideas for . . .

- Discipline
- School Climate
- Interpersonal Relations
- Security
- Environment
- Community as a Resource

Building Awareness

- Building Relationships
- Getting Acquainted with People Problems
- Learning More About the School and Community

Readiness

1. School Community Cooperation
2. Organized Problem-Solving Groups
3. Needs Assessment Data
4. Commitment

Kick-Off Meeting

- Social Interaction
- Developing some common understanding of the problems
- Planning to collect information that will contribute to a better understanding of the problems

Course Agenda by Module

Course 1 - Putting It All Together and Taking It Home

Module 1.2 - Introduction to Planning; Awareness

Total Time 1 hour and 20 minutes

Module Summary

This module presents an overview of the planning process and allows participants to work through Stage 1 in the process, Building Awareness.

Activity/Content Summary	Time
1. Introduction The need for local schools and communities to plan and implement new programs to reduce and prevent school vandalism is emphasized. A. Review of the Network's Goals B. Our Approach to Planning	10 min.
2. Overview of Planning Stage 1 of the planning process, Building Awareness, is presented. A. WHO Plans Such Programs? B. WHY Plan at All? C. HOW Do We Plan? D. WHAT Is Planned?	10 min.
3. Overview of Building Awareness Necessary steps in building awareness are outlined. School-community relations, organized problem-solving groups, needs assessment or other data, and commitment are introduced. A. Stage 1--Building Awareness B. Readiness	5 min.
4. Steps to Building Awareness Participants explore ways to get people involved in planning, identify problems, and collect data in order to understand problems.	55 min.

Materials/Equipment	Sequence/Activity Description
Overhead projector Screen Transparency 1.2.1	1. Minilecture Using Transparencies: Introduction (10 min.) A. Review of the Network's Goals Show Transparency 1.2.1 and make the points below:

Reduce—Prevent

- Vandalism
- Serious Crime
- Classroom Disruption
- Fear
- Suspensions and Expulsions

o The National School Resource Network has been created to assist in the reduction and prevention of--

  - Serious crime in the schools
  - Classroom disruption that causes interference with the education process
  - Fear on the part of students, teachers, and others of being harmed or losing property
  - The numbers of suspensions and expulsions from schools.

Materials/ Equipment	Sequence/Activity Description
Transparency 1.2.2	Show Transparency 1.2.2 and make the points below.

Improve . . .

- **Climate for Learning**
- **Safety of Students and Staff**
- **School-Community Cooperation**

o In order to reach our goals, we will strive to assist schools to implement programs to--

  - Create a positive school climate for teaching and learning
  - Make schools safer, more productive places to learn and teach
  - Build bridges between schools and communities so that common concerns can be addressed in concert.

o A variety of programs may be developed by schools to reduce or prevent school violence and vandalism. The program may be small--one or two teachers working with their students. The program may encompass an entire community and involve hundreds of people. One thing is certain: programs will get underway only when people decide to act.

Transparency 1.2.3

Show Transparency 1.2.3 and make the points below.

Materials/ Equipment	Sequence/Activity Description

Result of Training . . .

- **Develop and implement new programs to prevent or control school violence and vandalism**

- o The purpose of this training is to encourage and assist local schools and communities to develop and implement new programs to prevent or control school violence and vandalism.

- o As participants in this training, you are the links to your schools and neighborhoods back home. You are the one who can begin to make things happen.

- o But we all know that new programs don't spring up overnight. Regardless of the size of the program, the program will take planning. You may plan an independent project on your own, or your school and neighborhood may plan a comprehensive program. Planning is planning whether it occurs individually or among large groups.

B. Our Approach to Planning

Trainer should make the following points:

- o Because program development and implementation require planning, you will be involved in a series of activities that will help you contribute ideas to planners back home.

Transparency 1.2.4

Show Transparency 1.2.4 and make the points below.

Materials/ Equipment	Sequence/Activity Description

In the Planning Course . . .

- Review a Planning Process
- Integrate and apply your learnings from other courses
- Be ready to initiate action back home

o The purpose of the planning course is to provide you with an opportunity to--

  - Review a planning process
  - Integrate and apply your learnings from other courses
  - Be ready to initiate action back home.

o These objectives are flexible. You will pursue them in a manner that is appropriate to your role and to any specific assignments you have for yourself while you are here.

o Some of the exercises in which we are involved during this course will require some written planning. Some of those forms will be collected, copied, and returned to you. They will be reviewed by the Network's technical assistance staff to begin to assess the kinds of support services your schools may be requesting. These materials will be treated confidentially by regional staff.

o During these sessions, which we call "Putting It All Together and Taking It Home," you are asked to work with others who are here from your local sites. If you are the only representative from your site, you will, nevertheless, find it helpful to work with other "singles." These sessions will be called PLANNING, and they should be viewed by you as a critical part of your participation in this program.

Materials/ Equipment	Sequence/Activity Description

Transparency 1.2.5

2. Minilecture Using Transparencies: Overview of Planning (10 min.)

Show Transparency 1.2.5 and make the point below.

Planning

Who

Why

How

What

?

- To start, let's take a look at the basics of planning for the prevention and control of school violence and vandalism.

A. WHO Plans Such Programs?

- All of us here are involved in such planning and we all must be responsible for involving others in planning.
- Planning is most effective when it includes those persons directly affected by the outcomes of the plans. Therefore, we involve teachers, administrators, students, parents, and community members.
- In this planning session, we will ask you to identify who in your community and school could be involved in planning and implementation of ideas.

Materials/ Equipment	Sequence/Activity Description

B. WHY Plan at All?

Trainer should provide an example of why we need planning and make the points below.

AN EXAMPLE OF
FAILURE TO PLAN

In a later module of the curriculum we will be stressing the importance of achieving natural surveillance--the ability to see what is going on. A high school in Florida found that students were fearful of certain corridors in the building, corridors along which certain bullies would lurk to extort money or food. The school came up with a good idea to improve surveillance of the corridors--interior windows in the classrooms. But they failed to plan adequately in terms of cost. The windows cost more than anticipated, and only one corridor could be completed. The bullies thus shifted their efforts to the remaining corridors--and the net reduction in extortion and fear was minimal. Moreover, some of the teachers on the one corridor completed found their wall space too severely constrained and began pasting student displays over the windows.

- We plan because our resources are limited, and we need to be careful to use those resources efficiently and effectively to solve problems and meet our needs.

- Also, planning is a process that helps us learn about ourselves and others and to be more sensitive and informed in our decisionmaking.

C. HOW Do We Plan?

Finally, we ask the question, how do we plan? Fortunately, there are planning strategies available to us. We will use one of those strategies, based on a systems model.

Materials/ Equipment	Sequence/Activity Description
Transparency 1.2.6	Show Transparency 1.2.6 and make the points below.

Planning—A Systems Model

- **Planning includes establishing intended outcomes and designing programs using available resources.**
- **In the planning sessions which will occur during the next four days, you will begin working on your own ideas for planning.**

- o Planning includes establishing intended outcomes and designing programs using available resources.
- o In the planning sessions which will occur during the next 4 days, you will begin working on your own ideas for planning.

Transparency 1.2.7

Show Transparency 1.2.7 and make the points below.

Planning Sequence

"Putting It All Together"

- Building Awareness
- Deciding What To Do
- Deciding How To Do It
- Evaluating

"Taking It Home"

Materials/ Equipment	Sequence/Activity Description
	o You will be engaged in the following sequence of modules: - Building Awareness--a learning and getting acquainted stage - Deciding What To Do--a direction-setting stage - Deciding How To Do It--in which strategies are set - Evaluation--a monitoring and review stage - Taking It Home--a stage requiring application to the back home setting.
Background Material 1.2.1	Refer participants to Background Material 1.2.1, Overview of Planning Steps, and make the following point: o The stages of planning can be further defined as steps in the planning process (review process).
	D. <u>WHAT Is Planned</u>? Trainer should make the following points: o Programs are designed to respond to specific needs and problems. o Each of you represents a unique school and community--with specific problems. Each of you will need to identify program ideas that are tailored to those distinctive characteristics. o It is our purpose this week to share a number of program ideas so you can pick and choose from among them to meet your needs. The ideas are organized around the six course topics.
Transparency 1.2.8	Show Transparency 1.2.8 and make the point below.

Materials/ Equipment	Sequence/Activity Description

Program Ideas for . . .

- Discipline
- School Climate
- Interpersonal Relations
- Security
- Environment
- Community as a Resource

o The ideas you take from these courses are the ideas you will use and test as you complete the planning sequence.

3. Minilecture Using Transparencies: Overview of Building Awareness (5 min.)

A. Stage 1--Building Awareness

Transparency 1.2.9

Show Transparency 1.2.9 and make the points below.

Building Awareness

- Building Relationships
- Getting Acquainted with People Problems
- Learning More About the School and Community

Materials/ Equipment	Sequence/Activity Description

- The first stage in planning is building awareness. Planners need to know what the problems are and who is interested in solving them. They need to learn as much about the problems as possible.

- Building awareness is comprised of three steps:

  - Getting people involved in planning by building relationships with persons concerned about the problem of school violence and vandalism

  - Identifying problems by getting acquainted with these people and their perceptions of the problems

  - Collecting data by learning more about the school and community so that problems can be better understood by everyone.

- This is a critical stage in planning because it is during this stage that people make commitments to become involved.

- Also, it is the stage during which you collect information about the problem and develop a thorough understanding of it.

B. Readiness

Transparency 1.2.10

Show Transparency 1.2.10 and make the points below.

Readiness

1. School Community Cooperation
2. Organized Problem-Solving Groups
3. Needs Assessment Data
4. Commitment

Materials/ Equipment	Sequence/Activity Description

- Awareness building may be accomplished quickly or it may need to be done over a period of several months. You can judge the time you need by assessing the readiness of your school and community to take action against school crime. Let me ask you some questions to show what I mean.

  (1) School-Community Relations

  Are relationships between your school and community well established? Do PTA (or other meetings) achieve good attendance? Do parents visit the school? Do school programs extend into the community? Do teachers and staff reside within or outside the community? Is the school used by the community for extracurricular events? Have the teachers recently been on strike and what was the effect on the community? Do community members support school activities?

  (2) Organized Problem-Solving Groups

  Do organized school-community problem-solving groups already exist? Are there groups already operating that can logically undertake or involve themselves in this planning process? Is the group representative and currently operating? Has it demonstrated results?

  (3) Needs Assessment or Other Data

  Do needs assessment data exist? Has the school or the community undertaken recently to determine the extent and nature of school crime and violence? Are data being collected currently that could be used to better understand the problems?

  (4) Commitment

  Is there evidence that the school and community are willing to take action to control and prevent school crime and violence? What is the evidence? Have people stated their personal willingness to participate in a change effort?

Materials/ Equipment	Sequence/Activity Description

- If you answered No to most of these questions, you should plan for extensive awareness building activity. If you answered Yes to many of these questions, your awareness building phase may be brief.

4. Minilectures Using Transparencies and Exercises With Worksheets: Steps to Building Awareness (55 min.)

A. Minilecture: Building Relationships (5 min.)

Worksheet 1.2.1

Refer participants to Worksheet 1.2.1, Building Relationships, and make the following points:

- Building awareness begins by building relationships with people and organizations in your school community. These are persons or organizations that have a stake in planning to control or prevent school violence and vandalism.
- Using Worksheet 1.2.1, you are going to work with colleagues from your school site or with others to complete the questions on the form.
- Refer to materials from your sessions on the community as a problem-solving resource if needed as you work.

B. Exercise With Worksheet (15 min.)

After the group has worked about 10 minutes the trainer stops the group to check on progress and asks questions such as the following:

- Have you remembered to include students?
- Have you involved law enforcement agencies?
- How about civic and social groups?
- Who will be responsible for contacting these groups and scheduling an initial planning meeting?

Participants work for another 5 minutes.

C. Minilecture: Getting Acquainted (5 min.)

- Building awareness continues as people and organizations become acquainted and begin to learn about each others' varying perceptions of the problems of school violence and vandalism.

Materials/ Equipment	Sequence/Activity Description

- This step may involve only a few people in some brief, informal sessions or it may require several large, formal sessions if many people and organizations are to be included.
- In either case, an initial meeting is an important starting point.

Transparency 1.2.11

Show Transparency 1.2.11 and make the point below.

Kick-Off Meeting

- Social Interaction
- Developing some common understanding of the problems
- Planning to collect information that will contribute to a better understanding of the problems

- Even if the meeting is small, be sure you--
  - Give people a chance to meet each other in a casual fashion
  - Take time to let each person express concerns and perceptions of the problem
  - Identify sources of information that may help develop a clearer understanding of the problem
  - Arrange to collect the data that are available.

Materials/ Equipment	Sequence/Activity Description

D. Small Group Activity (20 min.)

Trainer should form participants into groups of three to six and give the following directions:

- The procedures are as follows:

  (1) Brainstorm for 5 minutes on your first planning meeting. Make a list of ways you might accomplish the three purposes of the kickoff meeting. (See Transparency 1.2.11)

  (NOTE: In introducing this activity, trainer should stress that participants are being asked to think about what they'll be doing once they return to their regular jobs--how they can go about accomplishing change.)

Flipchart
Markers

  (2) Share ideas orally for 5 minutes among all groups.

  (3) Brainstorm for 5 minutes the problems that you think your own school and community people might identify. The problems should be related to school violence and vandalism. Record your problems on flipcharts for the group.

  (4) Walk around and examine other lists. When you return to your seat, ask, "Are the problems similar to those on my own list, or do other groups recognize different problems?" Elicit answers and reactions.

The trainer should follow up with a reminder that many sessions will address the problems they have identified. .

Worksheet
1.2.2

E. Minilecture: Learning More About the Problems (2 min.)

Refer participants to Worksheet 1.2.2, Assessing the Problem, and make the points below:

- After one or more get acquainted sessions, planners will know what people and organizations perceive to be the problems related to school violence and vandalism.
- The third step, learning more about the problems, follows from those perceptions.
- This step means that planners are going to assess the problems. They are going to try to gather data that will help describe the problems, suggest causes, and contribute to a better understanding of the problems.

Materials/ Equipment	Sequence/Activity Description

- Many individuals and groups can participate in data collection. A master chart, such as the one illustrated on Worksheet 1.2.2, can be used to organize the problems assessment process.

F. Exercise With Worksheet (8 min.)

Trainer instructs participants to refer to the worksheet and gives the following directions:

- At the top of the sheet, state the problem area. For example, vandalism of the school grounds and facilities might be the problem. In Column 1, list the types of data that would be useful in understanding the problem. Data such as the following might be used:
  - Numbers of broken windows, dates, and time
  - Cost of damage data
  - Persons involved.
- In Column 2, state if the data are essential for understanding the problem or if they are less important support data.
- In Column 3, list the methods you might use to get the data, for example:
  - Data are already available and accessible from _____
  - Conduct student interviews
  - Survey the community
  - Collect school records.
- In Column 4, you assign a person to be responsible for the data collection and a date when it is to be completed.
- When the data have been returned to the core planning team and planners have had an opportunity to review the information, the awareness building phase is finished.

For the remaining few minutes, the trainer should instruct the participants to discuss the problem assessment process with others in their groups and to answer the following question:

Materials/ Equipment	Sequence/Activity Description
	- What kinds of data would help me or others understand our school's problems better? (e.g., attendance data, crime statistics, drug use data, etc.) Trainer should encourage participants to make a note to recommend that these data be made available to them and others.

Course 1 - Putting It All Together and Taking It Home

Module 1.2 - Introduction to Planning: Awareness

Worksheet I-D 1.2.2

Participant Worksheet

Assessing the Problem

Problem Area: _____

Types of Information (e.g., Number of Juvenile Arrests)	Essential or Supporting Data	Methods for Obtaining the Data	Who and When to Collect Data

Course 1 - Putting It All Together and Taking It Home

Module 1.2 - Introduction to Planning: Awareness

Background I-D 1.2.1

Background Materials

Overview of Planning Steps

The Planning Process

Steps and Substeps

1. Building Awareness	2. Deciding What To Do	3. Deciding How To Do It	4. Evaluation	5. Future Planning
Getting people involved: building relations with people and organizations	Clarify the problem	State objectives	Focus on aspect of program to evaluate	Levels of planning
Identifying problems: getting acquainted and talking about perceptions	Set goals	Plan tasks: - Identify tasks - Schedule - Assign responsibility - Allocate resources	Collect data	Techniques for planning sessions
Collecting data: learning more about school and community and assessing nature of problem	Establish priorities		Select a standard to compare against	
	Identify constraints and resources			

Course 1 - Putting It All Together and Taking It Home

Module 1.2 - Introduction to Planning: Awareness

Worksheet I-D 1.2.1

Participant Worksheet

Building Relationships

1. List key individuals from your school and community that must be involved in planning programs to prevent or reduce school violence and vandalism.

2. List key organizations that must be represented at a planning meeting.

3. When and where can an initial planning meeting be held?

4. Who will contact the persons and organizations listed above?

Course 1 - Putting It All Together and Taking It Home

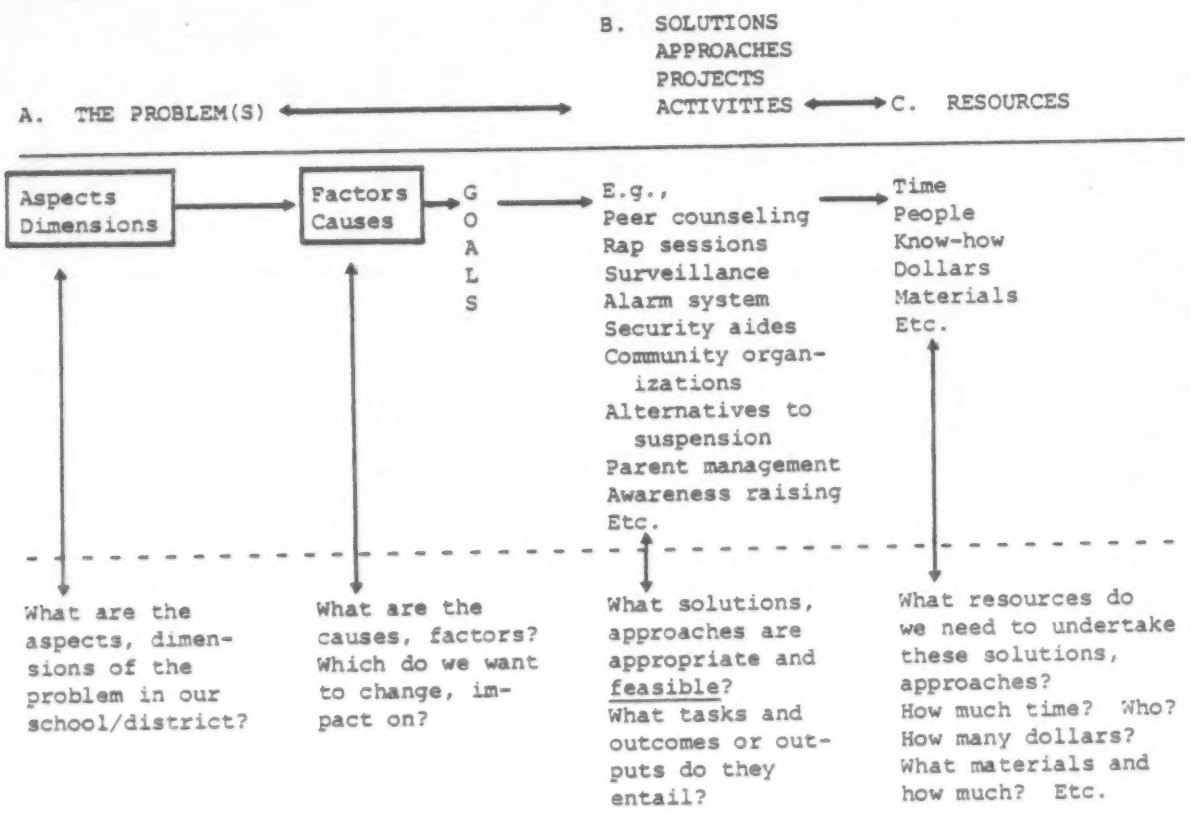
Module 1.2 - Introduction to Planning; Awareness

Background I-D 1.2.2

Background Materials

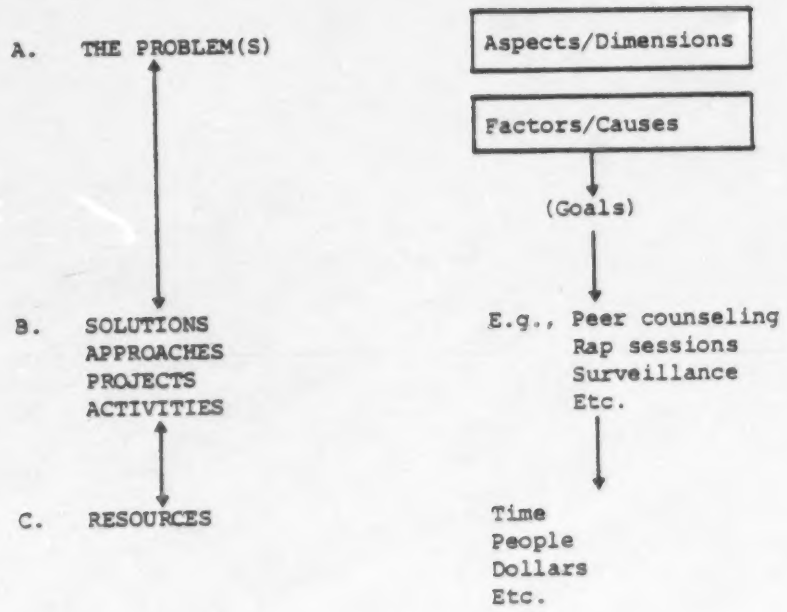
Planning Process

A Horizontal View



The logic of this is to work back from problem to factors to appropriate solutions to required resources and then implement in reverse, i.e., apply the resources, carry out the activities, impact them (hopefully) on the causes/factors that you made your target and (hopefully) reduce the PROBLEM.

A Vertical Arrangement



Course 1 - Putting It All Together and Taking It Home

Module 1.3 - Deciding What To Do

Module Synopsis

Purpose

This module is the second of a five-module sequence on planning for new programs to prevent or control school violence and vandalism. Stage two, Deciding What To Do, involves four steps: clarifying the problem, setting the goals, establishing priorities, and identifying constraints and resources.

Objectives

Participants will be able to--

1. Describe four steps in Deciding What To Do
2. Identify three resources and three constraints in their own communities which will apply to their goals.

Target Audiences/Breakouts

This core module is appropriate for all participants, and should be attended by all. Five- to six-person breakout groups will be formed, and membership should remain constant throughout the planning sessions.

Module Synopsis (continued)

Course 1 - Putting It All Together and Taking It Home

Module 1.3 - Deciding What To Do

Media/Equipment

Overhead projector
Screen
Flip chart
Marker

Materials

Transparency

1.3.1	Deciding What To Do

Worksheets

1.3.1	Problems, Goals, Priorities
1.3.2	Case Study
1.3.3	Goals, Resources, Constraints

Transparency 1.3.1

Deciding What To Do . . .

- Clarifying the Problem
- Setting Goals
- Establishing Priorities
- Identifying Constraints and Resources

Course Agenda by Module

Course 1 - Putting It All Together and Taking It Home

Module 1.3 - Deciding What To Do

Total Time 1 hour

Module Summary

Participants are facilitated in working through the four steps of Deciding What To Do--the second stage of the planning process.

Activity/Content Summary	Time
1. Module Overview The four steps in Deciding What To Do--clarifying the problem, setting goals, establishing priorities, and identifying constraints and resources--are outlined. A. Review of Preceding Module B. Introduction to Deciding What To Do	5 min.
2. Exercise with Worksheets Participants use two worksheets and work with clarifying problems, setting goals, and establishing priorities from a given set of data.	35 min.
3. Group Discussion Participants discuss the relationship of goals, resources, and constraints in meeting violence and vandalism problems.	15 min.
4. Conclusion	5 min.

Course 1 - Putting It All Together and Taking It Home

Module 1.3 - Deciding What To Do

Detailed Walk-Through

Materials/Equipment	Sequence/Activity Description
	1. Module Overview With Transparency (5 min.)
Overhead projector Screen	A. Review of Preceding Module Trainer should make the following points: o In the preceding session, the topic was building awareness. Tasks for planners were-- - Getting people involved in planning - Identifying problems - Collecting data to develop a further understanding of the problem. o This module builds directly on the awareness-building module.
Transparency 1.3.1	B. Introduction to Deciding What To Do Show Transparency 1.3.1 and make the points below:

Deciding What To Do . . .

- **Clarifying the Problem**
- **Setting Goals**
- **Establishing Priorities**
- **Identifying Constraints and Resources**

Materials/ Equipment	Sequence/Activity Description

- o Deciding What To Do begins with data. Data (collected in the preceding stage) are analyzed to develop an in-depth picture of the problem.

- o Deciding What To Do is a stage of planning comprised of four steps:

  (1) Clarifying the problem--Planners describe in detail the problem as it exists. They use data which have been collected and analyzed to isolate causes of the problem.

  (2) Setting goals--When the problem has been clarified, planners describe the situation the way it ought to be. They describe what the situation would be like if it were problem free.

  (3) Establishing priorities--Some goals are more important or more immediate than others. Planners rank order the goals so that most urgent needs will be addressed first.

  (4) Identifying constraints and resources--Planners identify assets that can be used in addressing the goals and they identify barriers which may stand in the way of goal attainment.

2. Small Group Exercise With Worksheets in Deciding What To Do (40 min.)

Worksheets 1.3.1, Problems, Goals, Priorities, and 1.3.2, Case Study

The trainer should distribute worksheets 1.3.1, Problems, Goals, Priorities, and 1.3.2, Case Study, and make the following points:

- o Worksheet 1.3.1 provides a format for organizing descriptive information. It is used to clarify problems, set goals, and establish priorities.

  - In Column 1, the planner describes the problem as it is.

  - In Column 2, the planner describes the problem situation the way it ought to be.

  - In Column 3, the planner assigns the goal a priority ranking--first, second, third, etc.

- o Worksheet 1.3.2 is a set of data that have been obtained from an actual school site. Your tasks are to--

  - Read the data.

  - Form small groups (three to six people).

Materials/ Equipment	Sequence/Activity Description

- Develop two or three problem statements based on the data in Worksheet 1.3.2 and enter your response in Column 1 of Worksheet 1.3.1.

- Write goals statements which describe the problem situation the way it ought to be in Column 2. (You may have more than one goal for a problem statement.)

- Select the goal that you consider top priority and enter it in Column 3.

- You have 30 minutes.

Trainer, at the end of 30 minutes, give the following directions:

o Small groups will report to the large group, stating the problem developed and your first priority goal.

o (If time permits) identify the data you used to arrive at the problem statement.

o It is important to remember that data are viewed differently by different people. Therefore problem statements and goals may legitimately differ.

3. Group Discussion With Worksheet (15 min.)

Worksheet 1.3.3, Goals, Resources, Restraints

Trainer should distribute Worksheet 1.3.3, Goals, Resources, Restraints, and make the following points:

o Once a planning group (or individual) has set goals and established priorities, they must decide if, in fact, the goals are possible to attain.

o For this reason, planners must examine constraints and resources.

o On Worksheet 1.3.3, it is evident that every goal requires resources in order to attain it, and most probably, there are constraints working against attainment of the goal.

o Planners not only work to identify and amass resources, they also work to eliminate or reduce the apparent constraints.

Flip chart

Marker

Trainer should ask participants to read the goal statement appearing on Worksheet 1.3.3, and then ask the following discussion question: In your communities, what resources can you think of that might be obtained and applied to this goal? Trainer should record responses on flip chart during a 5-minute discussion.

Next, trainer should direct participants to read the goal statement again and ask the following discussion question:

Materials/ Equipment	Sequence/Activity Description

- In your communities, what constraints work against attainment of this goal?

Trainer should record responses on flip chart during a 5-minute discussion.

4. Conclusion (5 min.)

Trainer should make the following points:

- Resources may be human, material, or financial
- Constraints may be human, material, or financial
- People often think the problem is money
- Usually the problem is people
- Take a positive approach.

Trainer should ask participants to consider--

- What are your greatest resources back home in working to reduce or prevent school crime or violence?
- Where would you start if you were responsible to work on these problems?
- Share your answers with the group.
- Note some recommendations on the subject of resources.

Trainer makes the following concluding points:

- In the final session, you will be compiling recommendations for interested persons back home.
- At this time, you may have tentative recommendations.
- If no ideas for recommendations are becoming evident, I'll be glad to help you individually.

Course 1 - Putting It All Together and Taking It Home

Module 1.3 - Deciding What To Do

Worksheet I-D 1.3.1

Participant Worksheet

Problems, Goals, Priorities

Clarify the Problem (State "What Is")	Set Goals (State "What Ought To Be")	Establish Priorities

Course 1 - Putting It All Together and Taking It Home

Module 1.3 - Deciding What To Do

Worksheet I-D 1.3.2

Participant Worksheet

Case Study

Falls City, USA has enjoyed rapid growth in the last decade and now boasts of a population close to one million. Until recently, the city has suffered few "big city problems", however, of late probelms have been mushrooming. Drugs and discipline have become issues in the schools, particularly the junior high levels, and vandalism is on the rise.

Two years ago representatives from the local railroad company approached the police department alarmed over the rising rate of vandalism to their cars and signals. The police department responded by contacting school board members and other local organizations to form a committee to discuss vandalism problems. Representatives from the phone company, bus system, building contractors group, insurance agency, local banks and several others joined to discuss the problem.

After meeting several times, the committee had gathered the following data:

- There has been no education in the schools about vandalism.
- On a random sampling, many students said they did not know vandalism was a crime.
- Safety shows had never been done at school.
- Police officers believed that vandals were as likely to be junior high students as high school students.
- A burgular alarm system installed in one school had lowered their vandalism rates considerably.
- Parents were largely unaware of the extent of the problem.

Course 1 - Putting It All Together and Taking It Home

Module 1.3 - Deciding What To Do

Worksheet I-D 1.3.3

Participant Worksheet

Goals, Resources, Constraints

Resources	Goal Statement	Constraints

Course 1 - Putting It All Together and Taking It Home

Module 1.4 - Deciding How To Do It

Module Synopsis

Purpose

This module is the third in a five-module sequence on the planning process for programs to prevent vandalism and violence. Stage 3, Deciding How To Do It, covers steps in identifying tasks, scheduling, assigning responsibility, and allocating resources. The material covered continues the process begun in Stage 1, Introduction to Planning: Awareness, and Stage 2, Deciding What To Do. Participants use worksheets to write objectives and develop task plans to meet stated goals.

Objectives

Participants will be able to--

1. List the two steps in Deciding How To Do It
2. Describe the four components of an objective
3. Describe the four parts of task planning.

Target Audiences/Breakouts

This is a core module targeted at the preoperational and operational levels. It is, therefore, appropriate for a broad mix of participants.

Module Synopsis (continued)

Course 1 - Putting It All Together and Taking It Home

Module 1.4 - Deciding How To Do It

Media/Equipment

Overhead projector
Screen
Flip chart
Newsprint
Markers

Materials

Transparencies

1.4.1 Deciding How To Do It . . .
1.4.2 Objectives Specify . . .
1.4.3 Planning Tasks . . .
1.4.4 To Provide a Supervised Play Area . . .

Handout

1.4.1 Helping Hand-Type Program

Participant Worksheets

1.4.1 Stating Objectives
1.4.2 Task Planning

Deciding How To Do It . . .

- Stating objectives
- Planning tasks

Objectives Specify . . .

- What
- For whom
- How well
- When

Planning Tasks

- Identifying the task
- Scheduling
- Assigning responsibility
- Allocating resources

To provide a supervised play area for students arriving in school before 7:30. By December 15 the area should be equipped for and used by 25 students.

Course Agenda by Module

Course 1 - Putting It All Together and Taking It Home

Module 1.4 - Deciding How To Do It

Total Time 1 hour

Module Summary

This module focuses on Stage 3 of the planning process, Deciding How To Do It. Participants use worksheets to write objectives and develop task plans to meet stated goals.

Activity/Content Summary	Time
1. Module Overview Stages 1 and 2 in the planning process are reviewed, and Stage 3, Deciding How To Do It, is introduced.	5 min.
2. Stating Objectives What, for whom, how well, and when are important elements of stating objectives. Participants complete a worksheet on preparing and writing objectives or use Worksheet 1.4.3 to begin the planning process. A. Minilecture B. Exercise with Worksheet	20 min.
3. Planning Tasks Essential steps in task planning are identifying the task, scheduling, assigning responsibility, and allocating resources. Participants work in groups to develop a task plan to meet their objective. A. Minilecture B. Exercise with Worksheet	25 min.
4. Conclusion A. Questions B. Closing Remarks	5 min.

Course 1 - Putting It All Together and Taking It Home

Module 1.4 - Deciding How To Do It

Detailed Walk-Through

Materials/Equipment	Sequence/Activity Description
Overhead projector Screen	1. Module Overview With Transparency (5 min.) Trainer makes the following points: o The steps in the planning process covered thus far are-- - Stage 1, Introduction to Planning--Awareness: (1) Getting people involved: building relationships with people and organizations (2) Identifying problems: getting acquainted with people and their perceptions (3) Collecting data: learning more about the school and community. - Stage 2, Deciding What To Do: (1) Clarifying the problem (2) Setting goals (3) Establishing priorities (4) Identifying constraints and resources. - Stage 3 is Deciding How To Do It
Transparency 1.4.1	Show Transparency 1.4.1 and make the points below:

Materials/ Equipment	Sequence/Activity Description

Deciding How To Do It . . .

- Stating objectives
- Planning tasks

o Deciding How To Do It means translating goals into action strategies.

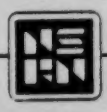
o Step 1 in deciding what to do is stating objectives. Objectives--

  - Are based upon goals
  - Have specific outcomes
  - Are measurable
  - Are action oriented.

o Step 2 is planning tasks. Planners get down to work and--

  - Define tasks
  - Schedule
  - Assign responsibilities
  - Allocate resources.

o These two steps lead directly to implementation.



Materials/ Equipment	Sequence/Activity Description

2. Minilecture With Transparency and Exercise With Worksheet: Stating Objectives (20 min.)

A. Minilecture

Transparency 1.4.2

Show Transparency 1.4.2 and make the points below:

Objectives Specify . . .

- What
- For whom
- How well
- When

- o Objectives describe end products.
- o Planners must take care to ensure that objectives are clearly stated, measurable, or observable products of the program they are planning.
- o An objective is a statement that has four specific components:

  (1) What--An objective specifies exactly what is to be done in specific action terms.

  For example:

  - To recruit a security director
  - To design a law-related education program
  - To install night lighting
  - To identify three teachers for crises intervention training.

  These are action phrases.

Materials/ Equipment	Sequence/Activity Description

(2) For Whom--An objective specifies for whom a particular action is being taken.

For example:

- For high school seniors
- For community residents
- For all students who are 2 years below grade level in reading.

(3) How Well--An objective lets us know how well our task is to be accomplished. The objective might also tell us how many or how often something occurs.

For example:

- Reading gains of 1 year
- One hundred teenagers participating daily
- Twenty-five parents will visit school each week
- Eighty percent of teachers will participate in 2 hours of training and achieve 90 percent of the content.

(4) When--The objective specifies when the stated outcome will be achieved. A date is required.

- o Remember that objectives are based upon goals, but they are usually much more specific and measurable. In most cases, a goal will imply more than one related objective.

B. Exercise With Worksheet

Participant Worksheet 1.4.1

Refer to Worksheet 1.4.1, Stating Objectives, and give the following directions:

- o You are about to have an opportunity to check your understanding of objectives.
- o Examine Part I of the worksheet. Beneath the goal statement are objectives. The objectives are incomplete.
- o Read the goal statement.
- o Read each objective and record the element missing from each objective: what, for whom, how well, when.

Materials/ Equipment	Sequence/Activity Description

- o Take 5 minutes to work.
- o (After 5 minutes) Check responses:
  - How well
  - For whom
  - What
  - When.
- o Discuss ways to correct or improve each statement.

Trainer should give the following directions:

- Move to Part II of the handout. You should:
- Select a goal
- Write at least two objectives for the goal
- Work for 5 minutes
- (After 5 minutes) Let's read some objectives aloud and critique objectives orally.

3. Minilecture With Transparencies and Exercise With Worksheet: Planning Tasks (25 min.)

A. Minilecture

Transparency 1.4.3

Show Transparency 1.4.3 and make the points below.

Materials/ Equipment	Sequence/Activity Description

Planning Tasks

- Identifying the task
- Scheduling
- Assigning responsibility
- Allocating resources

o An essential part of deciding what to do is task planning. This includes identifying the task.

Transparency 1.4.4

Show Transparency 1.4.4 and give the directions and make the points below.

To provide a supervised play area for students arriving in school before 7:30. By December 15 the area should be equipped for and used by 25 students.

Materials/ Equipment	Sequence/Activity Description
	o Read the objective. o What tasks will have to be done to achieve this objective?
Flip chart Marker	Trainer should record answers on flip chart. o As you can see, many tasks flow from one objective. Tasks make the objective seem manageable and understandable. Let's look at steps to take to complete our tasks after they have been identified. - Scheduling--Each task has a time line. As in the preceding example, some tasks must be done before others, and each should be assigned a completion date. - Assigning responsibility--Someone has to do the task or see that it gets done. Planners must identify that person. - Allocating resources--In the preceding session, we talked about identifying resources. Now it is time for planners to allocate those resources on a task-by-task basis.
	B. Exercise With Worksheet
Participant Worksheet 1.4.2	Distribute Worksheet 1.4.2, Task Planning, and give the following directions: o Form a group of persons from your school site (or others if necessary). (NOTE: Trainer should prepare objective on the flip chart for use in this activity before the module is started.) o Read the objective on the flip chart: To identify 20 area homes by September 10 whose residents will monitor activities on the school grounds and report any unusual events to the security guard. By November 1, 75 percent of incidents will be reported before they become serious disturbances.
Newsprint Markers	o Work with your group to develop a task plan for this objective using newsprint and markers.

Materials/ Equipment	Sequence/Activity Description

- Work for 15 minutes.
- Identify the tasks necessary to achieve this objective and record the tasks on newsprint.

After 15 minutes, trainer directs participants to circulate around the room to read other task plans for 5 minutes.

4. Summary Discussion (5 min.)

A. Questions

Trainer asks the following discussion questions:

- As you read the task plans of other groups, did you notice any important tasks you had omitted?
- How was your plan different from the plans of other groups?
- Why is task planning often done in a work group rather than by individuals?

B. Closing Remarks

- This is the point in the planning process where the action begins.
- After step-by-step task plans are implemented, results begin to emerge.
- But planning never really ends: it is ongoing.
- In the next session the subject is evaluation.

Handout 1.4.1

Distribute Handout 1.4.1, Helping Hand-Type Program, to participants who wish more information on a program of the type described on flip chart for last exercise. The program is called "Helping Hand."

Helping Hand Type Program

Sample Data:

Read and set tasks in own community . . .

Helping Hand Program

In almost all schools in the U.S., some children are "assaulted" on the way to or from school. Helping Hand programs identify stores, homes, restaurants and other establishments in which children can go fo assistance or safety on their way to and from school. The identification symbol is usually a placard of a large red handprint in the window--a symbol all children are taught to recognize. In some communitites home owners "watch the block" during peak school traffic hours. When children require assistance, people in these places can call the police on a special number at the school.

Helping Hand programs are community participation programs and rely on neighborhood volunteers. Private homes are often used. Retail stores and restaurants are also excellent choices because access to them is quick and immediate.

The first step in implementing a program is to enlist volunteers. Then, a coordinator of the program is needed at the school. The coordinator can maintain relationships with the volunteers, see that telephone lines are manned, and that the roster of volunteers is current.

Ways of publicizing the program in the community might include: PTA meetings, school assemblies, newspaper articles, radio and TV interviews, letters to parents, homeroom teachers discussing the program with their students.

Course 1 - Putting It All Together and Taking It Home

Module 1.4 - Deciding How To Do It

Worksheet I-D 1.4.1

Participant Worksheet

Stating Objectives

PART I Read each of the objectives and identify the element that is missing from each. It is what, for whom, how well, or when?

1. To create awareness of vandalism prevention by sponsoring a bumper sticker contest for all elementary public school students to develop a vandalism prevention slogan. The contest will occur between October 1 and 20.

   Missing element: _____

2. To develop a two-hour curriculum unit on vandalism prevention by January 1. The unit will be rated satisfactory or better by teachers using the unit.

   Missing element: _____

3. To organize all tenth grade students by the beginning of the second semester so that 90% of them will know how to protect themselves and their belongings en route to and from school.

   Missing element: _____

4. To design and present an assembly for high school students and parents on the subject of school safety and the prevention of violence or vandalism. The ninety minute program will be considered successful if 100 parents or more are in attendance and 40% of the teachers design followup programs in their classrooms.

   Missing element: _____

PART II Read each goal statement and choose one that is of most interest to you. Write at least two objectives based on the goal you select.

Goal: Reduce the number of serious classroom disturbances or discipline problems that interpret the teaching and learning process.

Goal: Eliminate vandalism in school hallways and restrooms.

Course 1 - Putting It All Together and Taking It Home

Module 1.4 - Deciding How To Do It

Worksheet I-D 1.4.2

Participant Worksheet

Task Planning

IDENTIFY THE TASK	ASSIGN RESPONSIBILITY	SCHEDULE	ALLOCATE RESOURCES

Course 1 - Putting It All Together and Taking It Home

Module 1.4 - Deciding How To Do It

Worksheet I-D 1.4.3

Participant Worksheet

Planning Process

A. THE PROBLEM(S) School Violence and Vandalism

1. Aspects
   Dimensions

   a - What are the specific aspects/dimensions in your locality? What's the size and shape of it?

   b - Where can such information be found? What are your data sources?

   c - How can those data be gathered? Reported? By whom?

2. Factors
   Causes

   a - What contributes to the problem? What "causes" underlie it? What factors aggravate it?

   b - Which of these causes/factors do you want to zero in on, reduce, eliminate, change in some way? What are your goals?

B. SOLUTIONS
APPROACHES
PROJECTS
ACTIVITIES

a - What approach do you want to take to impact on the selected causes/ factors of the problem?

b - What tasks are inherent in this approach? In what sequence? What would be the outcome or output, i.e., the visible product of each task?

		Outcome/Product/Objective
Task 1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	_____	_____
10	_____	_____
11	_____	_____
12	_____	_____

Etc.

C. RESOURCE ALLOCATION

a - Time: How much time will each task require? What deadlines?

Use the phasing sheet attached

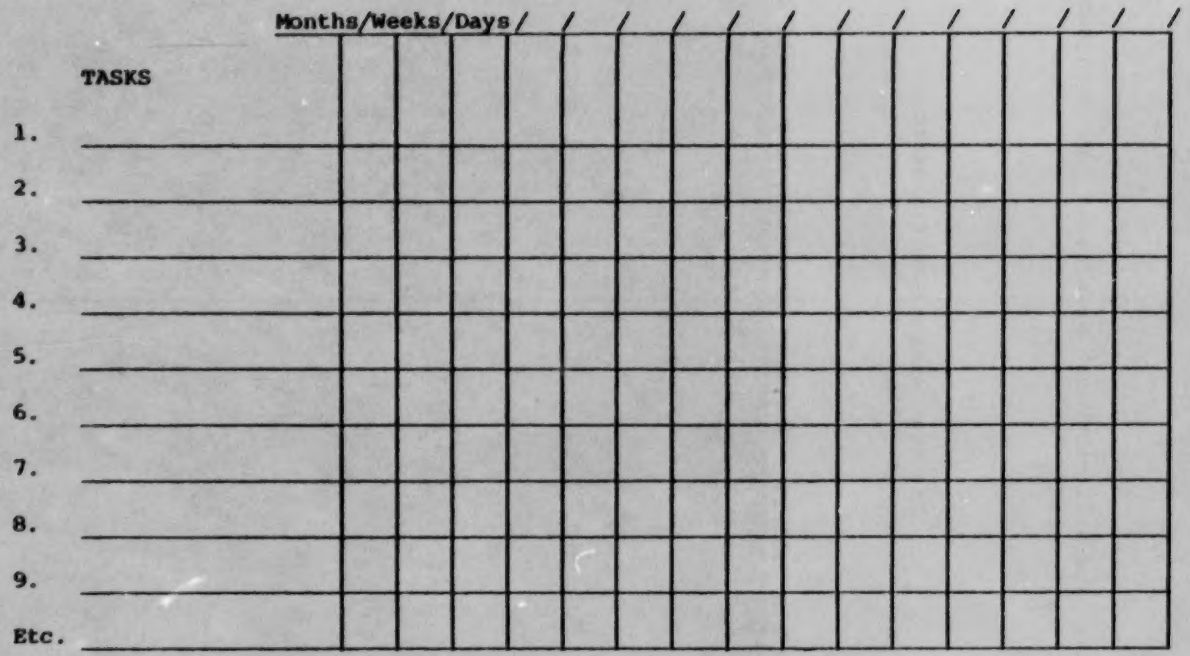
b - People: Who will carry out each task? How much time will he/she specifically need?

Use the tasking sheet attached

c - Materials/Dollars: How many materials, etc., will be needed? What kind of budget?

Use the budgeting sheet attached

PHASING SHEET:



TASKING SHEET:

TASKS	DAYS	N.N.	N.N.	N.N.	N.N.	N.N.	Total days per task
1.		#	#	#	#	#	#
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
Etc.							
Total days per person		#	#	#	#	#	Total days per project

BUDGET SHEET:

Cost for	
Personnel	_____
Consultants	_____
Materials	_____
Travel	_____
Per Diem	_____
Facilities	_____
Telephone	_____
Miscellaneous	_____
Total Funds Required	_____

Course 1 - Putting It All Together and Taking It Home

Module 1.4 - Deciding How To Do It

Background I-D 1.4.1

Background Materials

Sample Planning Process Tools

(See attached)

TOOL #1

The first step will be to set up a time table for completion of the tasks. I am starting at the first of April, the report is due the 26th. I have listed the tasks in sequence, and have identified beginning and ending times for each.

APRIL

Tasks \ Time	1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26
1. Completed formats	———	———	———															
2. Complete analyses forms				———														
3. Provide training					●													
4. Collect data					———	———	———	———	———	———	———	———	———	———				
5. Transfer data									———						●			
6. Analyze, interpret															———			
7. Prepare report																———	———	
8. Deliver report																		●

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TOOL #2

Another tool I have is a chart for estimating the personnel requirements for each task, broken down by type of skill and number of workdays.

Tasks	Due By Day	Estimate of person-days required			
		Asst. Director	Clerk	Sec'y	Total
1. Complete data collection formats	3	1		1	2
2. Complete analysis formats	5	1		½	1½
3. Provide training	6	½	½		1
4. Collect data	14		5		5
5. Transfer data	15	½			½
6. Analyze, interpret	16	½			½
7. Prepare report	18	1		½	1½
8. Deliver report	18	¼			¼
TOTALS		4 3/4	5 ½	2	12¼

Now I can calculate my direct labor costs. Given the daily rates below, I calculate the labor costs of the evaluation.

Secretary	@ $41.60/day X	2 days =	$ 83.20
Clerk	@ $32.00/day X	5 1/2 days =	$176.00
Asst. Director	@ $68.00/day X	4 3/4 days =	$323.00
		TOTAL	$582.20

TOOL #3

Below is a simple budget format which I can use to estimate other resource requirements and calculate the total estimated cost of the evaluation. Let me fill in the relevant items and calculate the cost of this evaluation.

ITEM	DOLLARS	DESCRIPTION
Direct labor costs	$582.20	Asst. Director, secretary, and clerk
Fringe (10%)	58.20	
Consultants (@ $90)		
Supplies/materials	10.00	Paper--for dc, analysis, report
Equipment		
Facilities/space		
Postage		
Reproduction	3.00	Analysis and report
Telephone		
Travel		
Per diem		
Miscellaneous	5.00	Contingency
Total	$658.40	No overhead charged

National School Resource Network

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National Center • 3530 Wisconsin Avenue, N.W., Washington, DC • (301) 654-2550 • Toll Free (800) 638-8090
Eastern Regional Center • 53 Bay State Road, Boston, MA 02215 • (617) 353-4554
Southern Regional Center • 58 6th Street, N.E., Atlanta, GA 30308 • (404) 872-0296
Midwestern Regional Center • 9 North Michigan Avenue, Suite 1706, Chicago, IL 60602 • (312) 782-5787
Western Regional Center • 18 Professional Center Parkway, San Rafael, CA 94903 • (415) 472-1227

R.1.4.1

Technical Assistance Bulletin

A Successful School and Community Antivandalism Program: Doherty High School

Summary

The Doherty High School in Colorado Springs Colorado, using comprehensive planning to identify and deal with school problems and goals, established a year-long, antivandalism program. A series of concerts, assemblies, Up Days, and other activities were tailored to Doherty's special needs and resulted in increased school pride and reduced vandalism. The program was instituted in response to a community initiative to reduce vandalism, and is a positive exemplar of the results that can be achieved through school-community cooperation.

The Problem

Doherty High School, in Colorado Springs, Colorado, needed to develop a program to reduce vandalism. For the Colorado Springs community, vandalism was fast becoming a major concern. The local Board of Realtors had planned a community service project to work with the school system in order to reduce vandalism, and had devised with the Board a plan which asked each of the schools in Doherty's district to develop comprehensive, year-long plans to reduce vandalism in their schools. The best plans were scheduled to receive prizes from the Board. To supplement these prizes, the school district set up a fund for each school, allotting 65 cents for each student. Doherty, with 1,800 students, had $1,170 in its fund. Any expenses for replacing school property damaged or destroyed by vandalism during the year were to be deducted from this fund--and whatever money was left over at the end of the year was the school's to spend as it chose.

Doherty's special problem was that although it did not have an unusually high incidence of vandalism, its student body and community lacked school pride, and the attitude of indifference toward the school could, if allowed to continue, lead to more serious problems.

The Solution

Before the school year started, Doherty High School assembled a broadly based planning/action committee made up of representatives from the staff, student body, parents, community, and local businesses, all of whom were concerned about school problems and had the time and energy to work on a year-long project.

As a first step in its initial planning process, the committee identified the needs and goals of the antivandalism project. These were to--

- Create an awareness of the antivandalism campaign and program among all Doherty students and staff
- Create an awareness of the antivandalism campaign and program among the Doherty parents and community
- Develop a sense of pride among Doherty students, staff, parents, and community
- Involve students, staff, parents, and community in specific programs that will promote pride

Prepared under Grant #79JS-AX-0019 from the Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, U.S. Department of Justice. Points of view or opinions in this document are those of the NSRN and do not necessarily represent the official position or policies of the U.S. Department of Justice.

- Reduce acts and costs of vandalism.

Next the committee developed a comprehensive program for meeting these identified goals, including a time line, specific antivandalism projects, and the assignment of responsibilities to committee members. Resource people were enlisted and local newspapers and radio stations contacted. Discussions were held with the principal, the student council, the academic council, and the district administrative officer. Suggestions were incorporated and acceptances obtained.

By the beginning of the school year, an enormous amount of time had been expended by the committee considering ideas and enlisting support. As a result, many people at Doherty High School and in the community were given the opportunity to participate in and shape the plans for the antivandalism program; and because people tend to buy into ideas they help shape, support for the program remained at a high level thoughout the year.

Beginning of the Year Activities

In the initial weeks of the school year, word of the program was widely disseminated. The first school newsletter carried an article explaining the program to parents and students and invited them to participate. An open house for parents and announcements to students explained the program in the first few days of school.

Kick-Off Assembly

A popular local disc jockey was enlisted by the planning committee to serve as the master of ceremonies for the program, and to participate in other activities during the school year. For this first kick-off assembly, he conducted three assemblies--the student body is divided into thirds to fit into the auditorium--and introduced the slogan contest.

Slogan Contest

The slogan contest was used to involve students in developing a catchy phrase or logo to use in the antivandalism campaign. Prizes were arranged by the planning committee and included donations from local businesses such as gift certificates for dinner at a popular restaurant and records. One parent, who worked for the Seven-Up Bottling Company, arranged for a donation of 75 silk scarves as prizes. (Because Doherty's colors are blue, green, and white, Seven-Up's green and white scarves were appropriate.) The planning committee gave careful thought to the prizes, as they did every aspect of the antivandalism campaign, and as a result the response was enthusiastic.

Slide Show

A slide show stressing school pride was presented as part of the kick-off assembly. The media teachers, who had volunteered to produce the show in the initial planning period, put the show together for only $100 for film, since the department had other necessary equipment. (The $100 was borrowed from the antivandalism fund provided by the school district.)

Neighborhood Watch

The Colorado Springs Police Department, which the planning committee had held discussions with to enlist their cooperation, provided the school with free "Neighborhood Watch" pamphlets. These pamphlets ask neighbors to look for and report to the police any suspicious happenings at the school after hours. Doherty students distributed these pamphlets to homes and stores in the area around the school.

Up Days

Several Up Days were designated throughout the school year. The disc jockey returned to the school and provided enthusiastic commentaries for each. A half hour was set aside at the end of each Up Day. During the first 15 minutes, music from a live band or records was played over the school loudspeaker system, and teachers and students spent this time cleaning up an area they had selected from a list provided by the planning committee. For the second 15 minutes, the teachers and students went to the school cafeteria for dancing and refreshments--which included Seven-Up Bottling Company which was sold for 5 cents per cup (to cover the cost of distributing supplies.) Many students and teachers participated, the cleaning was very visible, and the rewards were immediate.

One of the Up Days was organized by clubs and organizations and held immediately after hours, which further involved different groups (cheerleaders, Pom Pom, War Game Club) and individuals in "shaping up" certain school areas. Another Up Day became

an Up Night during which custodians supervised and provided equipment for students who wanted to come back to school for an hour of concentrated cleaning. After the students and staff cleaned and danced, they requested that another Up Night be scheduled.

Other Activities

Other activities sponsored by the planning committee included a new game tournament and an ice cream social. Additionally, representatives from Doherty were interviewed about the antivandalism program for local newspapers and radio stations. Finally, in May, the planning committee met to plan how best to spend the money the school had not spent on vandalism.

Results

The program resulted in a 33 percent reduction in the cost of vandalism in the Colorado Springs school district which contained Doherty. Doherty High School felt the program achieved success in developing student and staff awareness of the needless costs of vandalism and in developing pride in Doherty. Additionally, Doherty won the $1,000 cash prize from the Board of Realtors and received the $300 which remained unused in the school district's $1,170 vandalism allotment for Doherty. The total prize money was divided evenly between students and faculty: the students spent their money on an activity display board for listing upcoming events, and the faculty, still undecided, are considering saving theirs until they can purchase a videotape recorder.

Replication Issues

The Doherty model can be utilized by any elementary, junior high, or high school, and their community. Attached is a copy of the antivandalism proposal, which contains the objectives and proposed plan of action, a time line, and a report for funds. The final antivandalism report, which contains summaries of activities completed each month and the entire project as well as conclusions.

Required Resources

Most needed is time for the planning and initial resource gathering activities by committee members. This need for sufficient time at the beginning of the project must be made clear.

Also needed is time for a coordinator, approximately four hours per week, on the school staff to act as the focal point for information. This coordinator should be designated by the principal.

Costs will depend on individual school plans. Doherty requested $200 "seed" money, which was spent on film for the slide-tape show, photography display, bumper stickers, and flyers. (Refreshments were donated by Seven-Up, and the charge of five units per cup covered distribution supplies.)

References

Vestermark, Seymour D., Jr., and Blauvelt, Peter D. Controlling Crime in the School: A Complete Security Handbook for Administrators. West Nyack, N.Y.: Parker Publishing Company, Inc., 1978.

Casserly, Michael D. School Vandalism: A Review of Programs. Prepared for the Council of the Great City Schools under LEAA Grant No. 76 NI99 0139, 1977.

Contact Person

Ms. Doris Caine
Assistant Principal
Doherty High School
4515 Barnes Road
Colorado Springs, Colorado 80917

Ms. Caine supervised the program at Doherty High School during the academic year 1978-1979. Although she is not able to answer telephone requests for information, your inquiries can be sent to her in writing.

DOHERTY HIGH SCHOOL
ANTIVANDALISM PROPOSAL

Objectives:

1. To create an awareness of the antivandalism campaign and program among all Doherty students and staff.

2. To create an awareness of the antivandalism campaign and program among the Doherty parents and community.

3. To develop a sense of pride among Doherty students, staff, parents, and community.

4. To involve students, staff, parents, and community in specific programs that will promote pride.

5. To reduce acts and costs of vandalism.

Committee Members:

Staff members:	Sue Stoner
	Doug Johnson
	Dan Roque
	Doris Caine
Student members:	Mike Magee, Student Body President
	Tom Jones
	Sue Bartalo
	Myles Hansen
	Brenda Economy
	Ted Crosswhite
Parent members:	Lola Ward
	Robert Criswell
Community Resource People:	Sean Auglum, Earwax Records
	Gene Shumate, Seven-Up Bottling Company

Source: Doherty High School: Colorado Springs, CO 80917

PROPOSED PLAN

I. Awareness

A. Brief information in September Newsletter about District #11 program--sent to all Doherty parents.

B. Required short assembly to present antivandalism campgain.

1. Assembly will be given three times the first week of October with specific classes attending (accompanied by teachers) so that all patterns I and III students attend.

2. Required assembly for pattern II students, to be held the first week of session C.

3. Local disc jockey to be contacted to be master of ceremonies to present program, purposes, goals, etc. and to introduce and stimulate interest in the slogan contest.

4. Short, dynamic, and memorable slide show to begin developing a sense of pride.

C. Posters and banners hung in cafeteria and lower hall emphasizing pride.

D. Announcements made on hotline about program and slogan contest.

II. On-Going Projects

A. Slogan contest to develop "catchy" slogan, word, or logo to use throughout antivandalism 78-79 campaign.

1. Winner to receive an award, which will be a worthwhile prize, hopefully, to be donated by a business.

2. Slogan to be printed on bumper stickers to be given to Doherty students for their cars. (Partly financed by Seven-Up).

3. Slogan possibly copyrighted so student's name appears on sticker.

B. "Hour glass" kind of display (sculpture) showing allotted funds running out (opposite United Way Fund Raising Barometer). A possible project for the art department.

C. Short announcements made from time to time saying how much was spent or lost because of specific acts of vandalism.

D. Up Day--Cosponsored by Seven-Up.

1. Schedule #3 on October 16, December 19, February 14, and April 4 (tentative dates). Last 30 minutes of school day, clean 15 minutes, and social 15 minutes.

2. All students invited to participate in organized pickup, cleanup, and Seven-Up day. Committee in charge will plan and organize Up Day with school administration and custodians.

3. Specific "jobs" will be given to different groups (i.e., one month certain club members might have a specific duty assigned; another month, specific classes or groups might have a specific duty, etc.)

4. All students who want to be involved pickup and clean inside and outside.

5. Music to work by will be provide ("live" walking music groups, or radio station music piped through PA, etc.).

6. Last part of Up Day (15 minutes) Seven-Up to be sold at a very reduced price and social time. Sometimes Doherty Stage Band--hopefully, other times a volunteer band.

7. Pictures will be taken each Up Day (see E below).

E. Static display of photos taken during Up Day with a "mystery" person picture. Project to be undertaken by photography classes.

1. Display put up after each Up Day in Spartan Room window.

2. Prize given to first person who correctly identifies mystery person.

F. Button contest--Awards made for different categories of buttons concerning pride and "stamp out vandalism," etc.

1. Awards donated by community supporting business.

2. Buttons will be made up and sold with numbers.

3. Prizes given to students wearing button with certain number. Prizes to be donated by supporting merchants. Also merchants to be contacted on possibility of giving automatic small discounts if student comes into store wearing button.

G. Community "watchers."

1. Park and Recreation asked to watch and help with reducing vandalism.

2. <u>Business people</u> in shopping center to the west and <u>neighbors</u> in homes who can see the school to be contacted and asked to report to police any suspicious happenings--to be coordinated with police and school.

3. Parents and students asked to report any vandals with description, car licenses, etc.

H. Individual awards given to students who report incidents that lead to the conviction of vandals.

I. I.D. Campaign

1. Working with Colorado Springs Police Department, contact parents and school neighbors with fliers to advertise the need to mark valuables and offer assistance.

2. Set up "marking teams" who will go to homes to mark valuables for those who request it. These students will have identification and be "trusted" students.

3. Area businesses to be contacted for their support and interest, and possible donations to be used as prizes--i.e., theater tickets, discount or free food.

III. Culminating Projects

New games tournament and ice cream social to further instill pride. Will involve community, parents, students, and staff.

TIME LINE

August 15-31

Committee working on proposal
Report to student council

September
Newsletter to contain general information about district program
Banners and posters to be made and hung
Preparation of slide show and assembly planning

October
Kick-off assembly
Hour glass displayed
Slogan contest and bumber stickers (distributed when ready)
First Up Day (October 16). To be followed by photo display and mysterty picker-Upper contest

December
Up Day and photo mystery contest (December 20)

January
Button contest

February
Up Day (February 14)

March
I.D. campaign in cooperation with Colorado Springs Police Department

April
Up Day (April 1)

May
Committee meets to plan how best to spend the money we didn't spend on vandalism.

Throughout the year, subcommittees made up of different student groups will be working to plan each event in detail.

Announcements will be made from time to time to inform students of how we lost money (the amount and the specific act) and hour glass sculpture display changed.

The original committee will continually evaluate the activities and make necessary changes.

REQUEST FOR FUNDS

We would like to request $200 "front" money. Approximately $100 of this is for the slide-tape show. (Our faculty slide-tape advisers estimate the need for 10 to 12 rolls of film at $8 per roll for purchase and developing.) The other $100 would be used by the art class to do the hour glass sculpture, the photography class for the photography display, part of the cost of the bumper stickers, buttons, and the I.D. campaign fliers.

THOMAS B. DOHERTY HIGH SCHOOL
Charles M. Gaul, Principal

DOHERTY ANTIVANDALISM REPORT

SUMMARY OF ACTIVITIES COMPLETED

August

1. Committee of staff, students, and community people formed.
   a. Meeting held, ideas discussed, objectives decided (1st meeting)
   b. Rough draft amended and finalized, time line planned, responsibilities assigned (2nd meeting)
2. Final proposal presented to and accepted by principal, student council, and academic council.

August 28

3. Proposal submitted to administrative principal.

September 12

4. Work started on developing slide-show emphasizing pride (to be used in kick-off assembly).
5. (September) Article in newsletter to parents and students with explanation of program and invitation to participate.
6. Antivandalism program and objectives presented to parents at open house and to students through 11th period class (student congress representatives) and to staff at faculty meeting.

Implementation of Program - Projects that were completed

October

7. Kick-Off Assembly October 4

Required assembly to kick-off Doherty's program. All students and staff in school attended, and the pride slide show was presented. Tom Brewer, disc jockey from KYSN, was master of ceremonies. The slogan contest announced by student body officer, Myles Hansen. Assembly also attended by three of our community sponsors.

Neighborhood Watch Handouts October 7

Student committee handed out Neighborhood Watch pamphlets and were interviewed over the radio about Doherty's antivandalism program at the grand opening of the new shopping center just east of the school.

Up Day October 16

All classes signed up for specific cleaning assignments through their 11th period student congress representatives. Teachers and students then cleaned their area for about 15 minutes then came to the cafeteria for 5 cents Seven-Up and dancing. Many students and teachers participated and a lot of cleaning took place. Tom Brewer, KYSN, also attended, also, Mr. Shumate, from Seven-Up. (See proposal for details of Up Day.)

Implementation of Program - Projects that were completed (cont)

November — Antivandalism Bumper Sticker Display

A display was made in the display case promoting the slogan contest for the bumper sticker and promoting the antivandalism campaign.

Slogan Contest

The slogan winners announced and prizes awarded during fall pep assembly. One grand prize winner whose slogan was adopted and printed on the bumper sticker received a Cross pen and pencil set, a Seven-Up scarf, a $25 gift certificate for dinner at the Sunbird restaurant, and a $10 certificate for records. Approximately 90 other students won Seven-Up scarves for their entries. (See BUMPER AND PHOTO OF AWARD WINNER.) The prizes were donated by our community sponsors--Seven-Up, Colorado Springs Bottling Company, and Ear Wax Records. We had a tremendous response to this contest with many creative slogans. The winners were selected by the antivandalism committee, plus representatives from our community sponsors. Photos were taken by the photography classes during "Up Day" to be used for the mystery photo picker-upper contest in December.

December — Photo Mystery Contest December 1 - December 20

A display of photos of students working during the last Up Day was made in the display case. More Seven-Up scarves were displayed as prizes for the persons who correctly identified all of the mystery picker-uppers. The photos were taken by the photography classes at the November Up Day and the best had the faces blocked out, so that identification was more difficult. These photos were of students working on the first Up Day. Many students turned in responses to this contest, and three winners received Seven-Up scarves. Awards were made at the social part of Up Day.

December 20 — Up Day

This Up Day was organized through clubs and organizations; i.e., the "D" Club, cheerleaders, Pom Pom, the War Games Club, etc., all signed up for their members to "shape up" certain areas. Students who wanted to participate and were not part of an organization found our Archeion members (student council), who were wearing their Archeion shirts, and they assigned areas to go to, to help. Again, we had 5 cents Seven-Up and music in the cafeteria after the clean up.

February — Up Night February 19

This was a night-time clean up. Students who wanted to participate came back and worked. About 50 students, plus some staff, came back and worked. Super cleaning was done by this group and then they danced. These students requested that we do this again. The custodians were also very pleased with this effort.

SUMMARY

1. Doherty High School believes they were the first school to submit their antivandalism plan.

2. We are proud that it was used by many other schools as a model to design their own plans.

3. We had super community support from--

   a. Seven-Up Bottling Company

      (1) They provided at no cost to us Seven-Up for our Up Days, 100 Seven-Up scarves (which are the Doherty colors), Cross pens and pencil sets, gift certificate for $25 at the Sunbird restaurant.

      (2) Paid for our bumper stickers.

      (3) Attended several planning sessions and antivandalism programs at Doherty.

   b. Ear Wax Records, Ski's Sub Sandwich Shop, and Home Builders

      (1) Provided support through donated prizes for contests.

      (2) Attended our kick-off assembly and/or committee meetings.

      (3) Ski's provided us the opportunity for our students to distribute Colorado Springs Police Department neighborhood pamphlets and explain our program over the radio at their grand opening.

   c. KYSN

      (1) Tom Brewer, disc jockey, was our master of ceremonies for our kick-off assembly. (This had to be given three times to accommodate all of our students, so took much of his donated time!)

      (2) Tom Brewer back for our first Up Day.

   d. Lt. Carner, CSPD, arranged for us to get many pamphlets and was very supportive during our planning.

   e. Parents of Doherty Students

      (1) Served on our committee.

      (2) Verbalized their support after viewing the slide show at our open house to be community watchers and close-by neighbors have called us on distrubances they saw.

SUMMARY (cont.)

f. Custodial Staff and Faculty

(1) Our staff supervised Up Days.

(2) Custodians provided cleaning materials and expertise.

4. We feel that our students and staff became aware of our antivandalism program and many participated in the specific events. Students from all groups have helped, not just student council, but all groups were represented--from the handicapped students, to the athletes, to the usually noninvolved kids. Custodians, teachers, administrators have all also became involved.

5. Students have cooperated in reporting and curtailing vandalism.

CONCLUSION

Some of our proposed projects have not been completed for various reasons. The hour glass display idea became too expensive, and we could not obtain the cost of certain acts of vandalism from the district. We decided the button contest was too similar to the slogan contest so dropped it. Lack of time and scheduling conflicts have prevented us from having the April Up Day; however, we feel that the projects that we did do were worthy and successful.

We still plan to continue our projects. We are working on the I.D. campaign that was scheduled for March.

We have lost some of our appropriated money due to acts that we feel were not vandalism done by our students. We are a Park and Recreation building, and the school is used by people from about 6:30 or 7:00 a.m. to 11:00 p.m. six days a week and from 10:00 a.m. to 11:00 p.m. on Sunday.

We did accomplish our goals of making students and staff aware of the needless cost of vandalism, developing Doherty pride, involving students, staff, and community, and we think that our campaign was a success this year.

Course 1 - Putting It All Together and Taking It Home

Module 1.5 - Evaluation

Module Synopsis

Purpose

This module is designed to help participants understand program/project evaluation--its logic, procedures, and utility. A model for evaluating the effectiveness of programs is presented, including a rationale for the importance of doing program evaluations. A systems perception of programs provides the conceptual basis for the model.

Objectives

Participants will be able to--

1. Analyze a performance report on a project designed to combat school violence and vandalism including:
   - o Assessing how effective the project is in eight areas of performance
   - o Detecting at least three problem areas that require further inquiry and outline the direction of the inquiry
   - o Making decisions regarding the project's future based on available data.
2. Describe the elements of a systems evaluation model.

Target Audiences/Breakouts

This core module is aimed primarily at school decisionmakers--persons responsible for evaluating programs/projects to reduce school violence and vandalism. However, all participants should find the systems perspective helpful.

Module Synopsis (continued)

Course 1 - Putting It All Together and Taking It Home

Module 1.5 - Evaluation

Media/Equipment

One flip chart
Two markers
One tape
One screen and overhead projector

Materials

Transparencies

1.5.1	Applying a Systems View
1.5.2	Systems View of a Project
1.5.3	Interest Areas and Measures
1.5.4	Actual Performance Data
1.5.5	Possible Standards for Program/Project Evaluation
1.5.6	Matrix of Actual Versus Planned Performance

Participant Worksheets

1.5.1	Matrix of Actual Versus Planned Performance
1.5.2	Evaluation Design Matrix - An Extended Case
1.5.3	Evaluation Report Matrix - An Extended Case
1.5.4	Evaluation Design Worksheet

Participant Background

1.5.1	Reading Based on Trainer Lecture

Optional Exercises

Two exercises for participants on inputs, outputs, effects, and impacts are presented following the walkthrough. Trainer should use only if time and audience need require them.

Applying a Systems View

Impact—Reduction in School Vandalism

▲

Effect—More Sensitive Students

▲

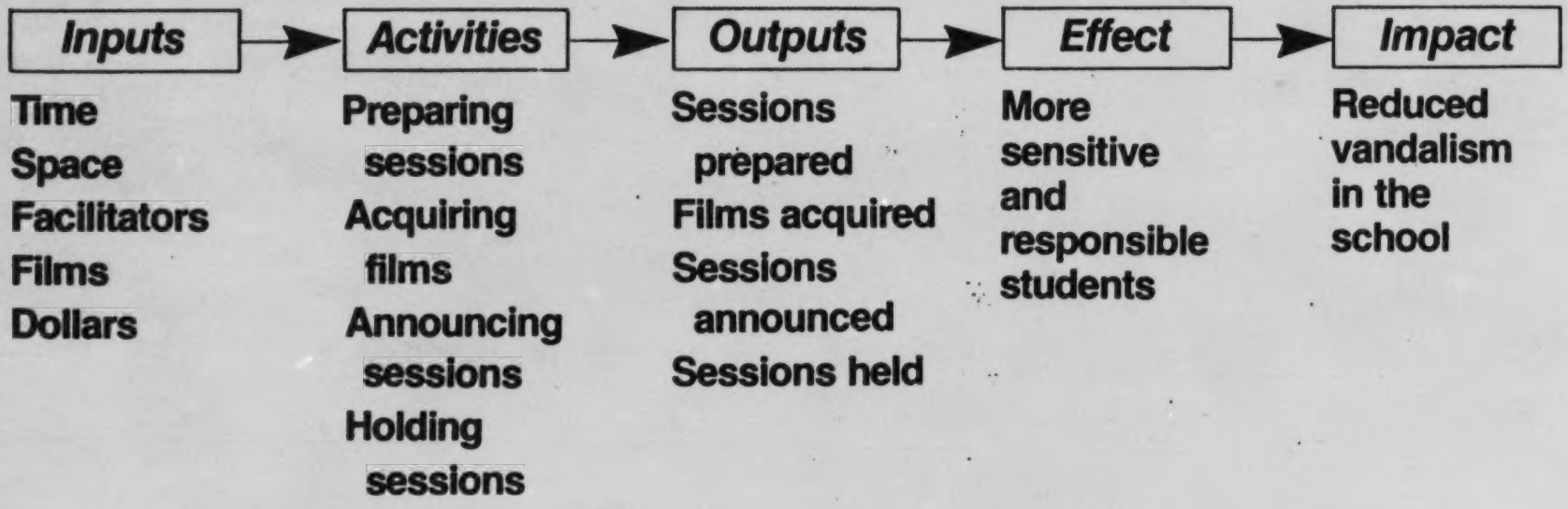
Output—Rap Sessions

▲

Inputs—Time, Space, Films, $, Etc.

Transparency 1.5.2

Systems View of a Project



Interest Areas and Measures

	First Semester Actual Performance	*First Semester Standard Performance*
Inputs —Cost	Number of Dollars Spent	
Outputs —Rap Sessions Held —Individual Students Reached	Number of Rap Sessions Held Number of Individual Students Reached	
Effects —Increased Student Concern	Number of Individual Students Returning to Sessions 1, 1+ Times	
Impacts —Reduction in School Vandalism	Number of Acts of Vandalism	

Actual Performance Data

	First Semester Actual Performance	*First Semester Standard Performance*
Inputs —Cost	$1307	
Outputs —Rap Sessions Held —Individual Students Reached	26 161	
Effects —Increased Student Concern	115 Individual Students Returned to Sessions 1, 1+ Times	
Impacts —Reduction in School Vandalism	9 Acts of Vandalism	

Possible Standards for Program/Project Evaluation

Need (do we measure up to what's needed?)

Plan (do we measure up to what we planned to do?)

Past Performance (do we measure up to last year, last quarter?)

Other Similar Program (do we measure up to that other effort?)

Control Group (used in experiments)

Demand (do we measure up to demand?)

Professional (do we measure up to professional levels of performance?)

Requirements (do we measure up to what state, federal, funding agencies require of us?)

Transparency 1.8.8

Matrix of Actual Versus Planned Performance

	First Semester Actual	*First Semester Planned*	*Comparison*	*Judgment*
Inputs **—Cost**	**$1307**	**$1500**	**1307/1500**	**Underspending 13%**
Outputs **—Rap Sessions**	**26**	**36**	**26/36**	**72% Effective**
—Students Reached	**161**	**250**	**161/250**	**64% Effective**
Effects **—Students Returning**	**115**	**125**	**115/125**	**92% Effective; Not Bad**
Impacts **—Acts of Vandalism**	**9**	**14 Last Semester**	**9/14**	**36% Fewer; Goal Attained**

Course Agenda by Module

Course 1 - Putting It All Together and Taking It Home

Module 1.5 - Evaluation

Total Time 1 hour

Module Summary

A model is presented for evaluating the effectiveness of a program or project. Participants will actually assess the effectiveness of an illustration of a program to combat school vandalism.

Activity/Content Summary	Time
1. Introduction to the Evaluation Process	5 min.
A definition of the evaluation process is presented.	
2. A Systems Perception of a Program or Project	10 min.
A. Ingredients of a Project	
A project is a collection of activities having a common aim; e.g., to reduce school violence and vandalism. Participants look at the logic of these activities.	
B. Applying A Systems View	
Four main components of a project are reviewed.	
C. Applying A Systems View--A Horizontal Perspective	
From a systems perspective, a project is a series of activities fueled by inputs and issuing outputs.	
D. Summary of A Systems Perception of Programs and Projects	
A rationale for the advantages of a systems approach is presented.	
3. The Evaluation Process--The Basic Steps and an Example	15 min.
A. Introductory Comments	
Participants will look at the evaluation process by way of example.	

Activity/Content Summary	Time
B. The First Step of the Process--Focus This step involves deciding what aspects of the project to keep an eye on.	
C. The Second Step of the Process--Data Collection This step involves gathering data in the area of interest.	
D. The Third Step of the Process--Establishing Standards In order to judge a program's effectiveness, something is needed against which to compare performance.	
E. A Summary of the Evaluation Process	
4. A More Extended Application of the Evaluation Process	25 min.
A. Introductory comments A rationale is presented for looking at the components of a program in a more complex way.	
B. Illustration of an Extended Application of the Evaluation Process Participants analyze an extended example of the evaluation process.	
C. Summary and Questions Concerning the Extended Application Model	
D. Small Group Activity--Evaluation of Effectiveness of a Project Participants are presented with performance data of a program and asked to assess the effectiveness of its operation.	
E. Group Reporting Out Participants report out their findings to the entire group.	
5. Concluding Remarks	5 min.
A. Summary Comments	
B. Optional Task for Participants	

Course 1 - Putting It All Together and Taking It Home

Module 1.5 - Evaluation

Detailed Walk-Through

Materials/Equipment	Sequence/Activity Description
Flip chart with definition of evaluation written on it prior to session	1. Introduction to the Evaluation Process (5 min.) Trainer should make the following points: o How do we define "evaluation"? One way is to define it in terms of questions asked. o Is a program working? Is it doing what we want it to do? Is it having any effect? And if not, why not? o Put simply, this is what program or project evaluation is all about. Trainer should now refer to definition on flip chart. o Evaluation--put simply--is a PROCESS BY WHICH WE JUDGE WHETHER A PROGRAM (or project or instrument or person) IS WORKING EFFECTIVELY OR NOT. 2. A Systems Perception of a Program or Project (10 min.) A. Ingredients of a Project Trainer should make the following points: o In taking a systems approach we look at the logic of an activity. o What is a program or project? A program or project is a collection of activities which have a common aim, e.g., the reduction of vandalism in a school. o A program or project's logic may flow as follows-- (1) You want to REDUCE VANDALISM (2) One way of achieving that is to MAKE STUDENTS MORE RESPONSIBLE, MORE SENSITIVE to the costs of vandalism in terms of dollars, morale, etc. (3) One way to make students more sensitive is to hold RAP SESSIONS on the problem.

Materials/ Equipment	Sequence/Activity Description

(4) And to support these rap sessions you're going to need TIME, SPACE, FACILITATORS, FILMS, DOLLARS, etc.

- There you have the ingredients of a simple project.

B. Applying A Systems View

Transparency 1.5.1

Show Transparency 1.5.1 and make the points below:

Applying a Systems View

Impact—Reduction in School Vandalism
▲
Effect—More Sensitive Students
▲
Output—Rap Sessions
▲
Inputs—Time, Space, Films, $, Etc.

- You have the IMPACT (ultimate or long term or ripple effect) you want to have--in our example, REDUCTION IN SCHOOL VANDALISM.
- You have the EFFECT (an immediate change in attitude, knowledge, behavior) you want to have--i.e., MORE SENSITIVE, CONCERNED STUDENTS.
- You have the OUTPUTS (events or services that trigger off that effect)--i.e., RAP SESSIONS.
- You have the INPUTS (resources required to produce those outputs)--i.e., TIME, SPACE, FACILITATORS, FILMS, DOLLARS.

Materials/ Equipment	Sequence/Activity Description

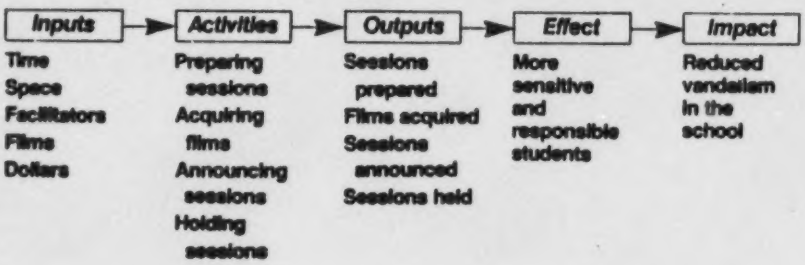
C. Applying A Systems View--A Horizontal Perspective

- Now let's lay this project on its side horizontally.

Transparency 1.5.2

Show Transparency 1.5.2 and make the points below.

Systems View of a Project



- Every program or project, large or simple, can be diagrammed like that--as a series of activities fueled by inputs and issuing outputs that trigger off immediate effects that contribute (we hope) to ripple effects (impacts).

- In the example in Transparency 1.5.2 specific amounts of resources like--

  Time
  Space
  Personnel
  Material
  Dollars

- Are channeled into activities like--

  PreparING
  AcquirING
  HoldING sessions
  (the -ING words)

Materials/ Equipment	Sequence/Activity Description

- And each of these activities must produce. They must come to closure, they must have their outputs:

  A session preparED
  A film acquirED
  Announcements MADE
  Students reachED
  (the past participles)

- And hopefully, because of these outputs, something will happen to the students, changes like--

  A positive change in knowledge
  A positive change in attitude
  A positive change in behavior

- Which in time will contribute to some ripple effects, i.e., impacts like--

  Growth in peer pressure to stop vandalism
  Reduced destruction of individual and school property
  More constructive behaviors in general.

D. Summary of a Systems Perception of Programs and Projects

- It's useful to have this systems understanding, this systems perception of a program or project or activity--to be able to detect the flow of that program project activity, to detect its linkages, salient features, and cause-effect sequence.

- It's useful for more efficient planning, managing, and evaluation of the effectiveness of a program, project, or activity.

(NOTE: Time and audience need permitting, two optional exercises (A and B) are presented following this walk-through.)

3. The Evaluation Process--The Basic Steps and an Example (15 min.)

A. Introductory Comments--

- We are now going to get into the evaluation process itself--by way of a simple example.

B. The FIRST Step of the Process--Focus

Flip chart

- The first step is to decide what aspects of the program or project you want to keep an eye on. For instance, you may want to keep an eye on--

Materials/ Equipment	Sequence/Activity Description

(Trainer should write the underlined words in the following list on the flip chart.)

Cost of the project
Number of students reached (individuals)
Number of participating students who returned to one or more rap sessions (this, in your opinion, might be a soft measure of positive change in them)
Number of acts of vandalism occurring in school during the semester.

- You could line up your interest areas systemically as follows:

Transparency 1.5.3

Show Transparency 1.5.3 and review areas covered.

Interest Areas and Measures

	First Semester Actual Performance	*First Semester Standard Performance*
Inputs —Cost	Number of Dollars Spent	
Outputs —Rap Sessions Held —Individual Students Reached	Number of Rap Sessions Held Number of Individual Students Reached	
Effects —Increased Student Concern	Number of Individual Students Returning to Sessions 1, 1+ Times	
Impacts —Reduction in School Vandalism	Number of Acts of Vandalism	

C. The Second Step of the Process--Data Collection

- The next step in evaluation is to gather data on the above interest areas.

- For each measure, obtain the actual figures. On cost you can consult financial records; on individuals attending and rap sessions held you will have to set up a procedure and assign responsibility for gathering those data at each session; the same will be necessary for gathering data on students returning to subsequent sessions, etc.

Materials/ Equipment	Sequence/Activity Description

- Data collection and reporting procedures have to be well thought out for every measure you are interested in. (In a brief session like this we cannot go into the methods and problems of data collection, but common sense will often dictate appropriate procedures for gathering the data you need--otherwise get professional help.)

Transparency 1.5.4

Show Transparency 1.5.4 and review data filled in on actual performance.

Actual Performance Data

	First Semester Actual Performance	First Semester Standard Performance
Inputs —Cost	$1307	
Outputs —Rap Sessions Held —Individual Students Reached	28 161	
Effects —Increased Student Concern	115 Individual Students Returned to Sessions 1, 1+ Times	
Impacts —Reduction in School Vandalism	9 Acts of Vandalism	

- Let's say that by the end of the semester the following data on performance were collected and reported

- But they say nothing evaluatively. They do not say whether what happened was good, bad, indifferent--which leads to the next step in the process.

D. <u>The Third Step of the Process--Establishing Standards</u>

Trainer should make the following points:

- To be able to judge whether a program is working effectively, you have to select a standard(s). You need something against which to compare your performance.

- You want to keep an eye on <u>cost</u>--
  In relation to what? Your budget (plan)?
  Last semester's cost?
  Another similar project's cost?

Materials/ Equipment	Sequence/Activity Description

- You want to keep an eye on rap sessions--
  In relation to what? The number you planned?
- You want to keep an eye on individuals reached--
  In relation to what? The number you expected to reach?
  The number reached on Monday compared to Tuesday?
- You want to keep an eye on students returning--
  In relation to what? The number you expected to return?
- You want to keep an eye on acts of vandalism--
  In relation to what? The number for the same period last year?
  The average number over the past 4 years?
  The number occurring in a school of the same size as yours?
- To evaluate you need to bring standards (a level or measure of performance) to bear on your current performance.

Transparency 1.5.5

Show Transparency 1.5.5 and make the points below.

Possible Standards for Program/Project Evaluation

Need (do we measure up to what's needed?)

Plan (do we measure up to what we planned to do?)

Past Performance (do we measure up to last year, last quarter?)

Other Similar Program (do we measure up to that other effort?)

Control Group (used in experiments)

Demand (do we measure up to demand?)

Professional (do we measure up to professional levels of performance?)

Requirements (do we measure up to what state, federal, funding agencies require of us?)

Materials/ Equipment	Sequence/Activity Description

- o The range of standards possible is--(review need, etc.)
- o Often programs and projects do not have a solid standard.
  - They have little data on past performance
  - They have little data on what other programs are doing
  - Their own plans are loosely written, without specific expectations beyond spending (budgets are usually well spelled out).
- o Hence the importance of keeping data, writing good plans, etc.
- o Let's bring a standard to bear on the case we've been talking about.
- o Let's say that the rap session project did have some specific impact, effect, output, and input objectives.
- o Let's bring these objectives to bear on the actual performance, and make some judgments on the project's effectiveness.

Transparency 1.5.6

Worksheet 1.5.1

Show Transparency 1.5.6 and refer participants to Worksheet 1.5.1 in Participant Guide.

Matrix of Actual Versus Planned Performance

	First Semester Actual	*First Semester Planned*	*Comparison*	*Judgment*
Inputs —Cost	$1307	$1500	1307/1500	Underspending 13%
Outputs				
—Rap Sessions	26	36	26/36	72% Effective
—Students Reached	161	250	161/250	64% Effective
Effects —Students Returning	115	125	115/125	92% Effective; Not Bad
Impacts —Acts of Vandalism	9	14 Last Semester	9/14	36% Fewer; Goal Attained

Materials/ Equipment	Sequence/Activity Description

Trainer walks participants through the above visual as follows:

- o What do those few figures say?
- o What questions do they raise?
- o What actions do they stimulate?

(NOTE: Starting with inputs and working your way down ask the participants to estimate the program's effectiveness. Leave it a bit free wheeling; let them speculate on what's behind certain aspects of performance and on what they might do about those factors. The information in the box below states what you might expect or lead the participants to.)

What they say--	Questions/Actions--
Under inputs	
- The project is underspending.	- Where is it underspending? Why? Should the budget be reduced? What can be got with the surplus dollars?
Under outputs	
- The project is having fewer rap sessions than planned.	- Which sessions didn't occur and why? Was the schedule too ambitious? Was demand low at certain times? Perhaps we should reduce the number planned or change the schedule.
- The project is reaching significantly fewer students than planned.	- Why is participation low? What students are coming? What's the profile? Perhaps we need to publicize more, change format, change time.
Under effects	
- A significant number of students do return to one or more rap sessions.	- How often do they return? What's the profile of the returnees? Did they return because they liked it? Perhaps we should publicize this, encourage more to come.

Materials/ Equipment	Sequence/Activity Description

Under impacts	
- Vandalism is down this semester	- What other factors might be contributing to this decline? Was the actual cost of vandalism down? Let's check that out.

E. A Summary of the Evaluation Process

- o The steps we have covered are--
  - (1) Looking at your program or project systemically, selecting what aspects (inputs, outputs, effects, impacts) you want to keep an eye on
  - (2) Setting up your data collection procedures
  - (3) Selecting the standards you're going to judge performance by.
- o Even a simple survey--like the one above--gives you some capacity to make basic judgments and take basic actions. It also provides a threshold for further inquiry into problems.

4. A More Extended Application of the Evaluation Process (30 min.)

A. Introductory Comments

- o The above survey can be expanded and made more comprehensive--and therefore more useful--all within the systems framework.
- o You could look not only at total cost but at cost in its several categories; you could look not only at the total number of rap sessions held but keep data on the number held on Mondays and Tuesdays, etc.

B. Illustration of an Extended Application of the Evaluation Process

Worksheet 1.5.2

Trainer refers participants to Worksheet 1.5.2, and makes the following points:

- o Let's suppose that in the second semester of the same school year you did push the original survey that was shown on Participant Worksheet 1.5.1.
- o In the second year you included more elements and did have standards to cover those elements (i.e., expectations, your plan).

Materials/ Equipment	Sequence/Activity Description

- Your design, in fact, looked like one in your Participant Guide, Worksheet 1.5.2.

Trainer asks participants to note the additional elements listed in the box below.

Inputs	
You are going to look at cost--	Total and by type
You are going to look at time of sessions--	Use the mean number of minutes as a measure
Outputs	
You are going to look at rap sessions held--	Total number and the specific number held on Monday and Tuesday
You are going to look at attendance--	The mean number of students attending in general--specifically on Monday and Tuesday
You are going to look at individual students reached--	Total number and then their profile (percent male, female, etc.)
Effects	
You are going to look at individual students returning--	Total number and by profile
Impacts	
You are going to look at acts of vandalism--	Total number and by type
You are going to look at the cost of vandalism--	The total dollar damage

- Note also the standard measures you have set.

(NOTE: Trainer should walk participants down the "standard" column and then the analysis column where the actual performance will be compared to planned performance.)

C. Summary and Questions Concerning the Extended Application Model

- Trainer asks the participants if they can see any other kinds of data the project might want to gather to make the design more complete.

Materials/ Equipment	Sequence/Activity Description

- Make the point that the matrix can contain as many data, as many elements of interest, as are useful to a decision maker AND AS ARE FEASIBLE to collect.

D. Small Group Activity--Evaluation of Effectiveness of a Project

Worksheet 1.5.3

The trainer walks participants through Worksheet 1.5.3. Procedures are as follows:

(1) Ask participants to form small groups of three people each.

(2) Refer participants to Worksheet 1.5.3 and point out that now a semester has passed and data have been gathered on the previous design (Worksheet 1.5.2).

(3) Participants should look at Worksheet 1.5.3, analyze the data, and come to some conclusions about the effectiveness of the project, what might be done about the project--or what further data you might want to seek.

(Allow the groups about 10 to 15 minutes to complete this task.)

E. Group Reporting Out

Trainer asks one group to report its judgments, further data needs, and possible actions re the project and let the others then add to that report.

Trainer should expect participants to provide the kinds of comments boxed below. If all points are not mentioned by participants, trainer may supplement their discussion.

- The project is underspending again--especially in material.
- Sessions are lasting on the average 60 percent longer than expected; they must be interesting?
- The project's holding 17 percent fewer sessions than planned; Monday is a bad day; six Monday sessions were skipped.
- Attendance overall was better than anticipated but mainly because of the good Tuesday showing. Too few people are coming on Monday; Tuesday sessions are too crowded.
- The project didn't reach as many students as desired; it's down by 20 percent. More girls are coming than boys.
- Many more students stay with the sessions, i.e. return; and more boys return than girls--a sign that the boys are

Materials/ Equipment	Sequence/Activity Description

finding it more satisfying than girls. Blacks and hispanics tend to stay with the sessions.

- Vandalism is significantly down in acts and costs.

So--the sessions may be contributing to increased student concern about vandalism and having a ripple effect. We're not absolutely sure, but it might be good to keep the sessions going next semester, publicize them more, drop the Monday date and pick another to relieve Tuesday, gather the rap session participants of this year to plan some related projects next year, etc., etc. Do something to retain the girl participants (find out why they dropped out). Get some feedback from participants to test our conclusion that the sessions did have some effect on their knowledge, attitude, behavior.)

5. Concluding Remarks (5 min.)

A. Summary Comments

Trainer reminds the participants that in the short time available this session only wanted to give them--

- o A systems perception of programs/projects
- o The basic steps and logic of evaluation
- o A simple experience of a survey and more in depth study of a project.

B. Optional Task For Participants

Worksheet 1.5.4

Trainer should make the following points:

- o Participants should go over their project plans (present or future) and select inputs, outputs, effects, and impacts they want to look at.
- o They should list these along with the relevant standard measures.
- o Worksheet 1.5.4 is a blank matrix similar to the filled-out one in Worksheets 1.5.2 and 1.5.3.

Trainer should encourage participants to construct an evaluation design for their programs and projects.

Course 1 - Planning and Evaluation of Programs

Module 1.5 - Evaluation

Worksheet I-D 1.5.1

Participant Worksheet

MATRIX OF ACTUAL VERSUS PLANNED PERFORMANCE

	First Semester Actual	First Semester Planned	Comparison	Judgment
Inputs				
- Cost	$1307	$1500	1307/1500	Underspending 13%
Outputs				
- Rap Sessions	26	36	26/36	72% Effective
- Students Reached	161	250	161/250	64% Effective
Effects				
- Students Returning	115	125	115/125	92% Effective; Not Bad
Impacts				
- Acts of Vandalism	9	14 Last Semester	9/14	36% Fewer; Goal Attained

Course 1 - Planning and Evaluation of Programs

Module 1.5 - Evaluation

Worksheet I-D 1.5.2.

Participant Worksheet

EVALUATION DESIGN MATRIX - An Extended Case

	Second Semester Actual Performance	Second Semester Standard Performance	Comparison
Inputs	(Measures)		
-Cost; total and by type	Total #$ - #$ on film - #$ on material	Total #$ budgeted - #$ for film - #$ for material	Actual Plan
-Time of sessions	Mean # minutes per session	Mean # minutes expected per session	Actual Plan
Ouputs			
-Rap sessions held: total & by time	Total # rap sessions - # on Mondays - # on Tuesdays	Total # scheduled - # scheduled Mondays - # scheduled Tuesdays	Actual Plan
-Attendance	Mean # students attending session - M.# on Mondays - M.# on Tuesdays	Mean # expected to attend - M.# on Mondays - M.# on Tuesdays	Actual Plan
-Individual Students reached: total and by type	Total # ind. students reached - # (%) Male - # (%) Female - # (%) White - # (%) Black - # (%) Hispanic	Total # ind. students expected to be received ((No expectations (here (	Actual Plan
Effects			
-Individual Students returning: total and by type and frequency	Total # ind. students returning - # (%) Male - # (%) Female - # (%) White - # (%) Black - # (%) Hispanic	Total # ind. students expected to return ((No expectations (here (	Actual Plan
Impacts			
-Acts of vandalism: total and by type	Total # acts - # to individual property - # to school property	Total # acts expected (less than in first semester)	Actual Plan
-Cost of vandalism	# of $ damage	# of $ damage in first semester	Actual Plan

Course 1 - Planning and Evaluation of Programs

Module 1.5 - Evaluation

Worksheet I-D 1.5.3

Participant Worksheet

EVALUATION REPORT MATRIX - AN EXTENDED CASE

	Second Semester Actual Performance	Second Semester Planned Performance	Comparison	Judgment
Inputs				
-Cost; total and by type	Total $1220 -film $550 -material $670	Total: $1500 -film $500 -material $1000	1220/1500 = 550/500 = 670/1000 =	80% 110% 67%
-Time of sessions	96 ' per session	60 ' per session	96/60 =	160%
Outputs				
-Rap sessions held: total and by time	Total: 30 -Mondays 12 -Tuesdays 18	Total: 36 -Mondays 18 -Tuesdays 18	30/36 = 12/18 = 18/18 =	83% 66% 100%
-Attendance	Total M.: 17 -Monday M. 6 -Tuesday M. 23	Total M.: 15 -Monday M. 15 -Tuesday M. 15	17/15 = 6/15 = 23/15 =	113% 40% 153%
-Individual students reached: total and by type	Total: 202 -Male 91 (45%) -Female 111 (56%) -White 126 (62%) -Black 43 (22%) -Hispanic 33 (16%)	Total: 250	202/250 =	80%
Effects				
-Individual students returning: total and by type & frequency	Total: 154 -Male 85 (93%) -Female 69 (59%) -White 92 (73%) -Black 34 (78%) -Hispanic 28 (84%)	Total: 125	154/125 =	123%
Impacts				
-Acts of vandalism; otal and by type	Total: 4 - to individual property 3 - to school property 1	Last Semester 9	4/9 =	33%
-Cost of vandalism	$4000.00	Last Semester 26,000.00	4000/26,000 =	15%

Course 1 - Planning and Evaluation of Programs

Module 1.5 - Evaluation

Worksheet I-D 1.5.4. EVALUATION DESIGN WORKSHEET

Participant Worksheet

PROGRAM/PROJECT ASPECTS	ACTUAL PERFORMANCE MEASURES	STANDARD PERFORMANCE MEASURES	ANALYSIS & INTERPRETATION

Course 1 - Putting It All Together and Taking It Home

Module 1.5 - Evaluation

Background I-D 1.5.1

Background Materials

Reading Based on Trainer Lecture

WHAT IS EVALUATION?

Once a program or project has been implemented, several important questions must be answered:

- Is a program working?
- Is it doing what we want it to do?
- Is it having an effect?
- If not, why not?

Posing and answering these questions is what evaluation is all about. Evaluation, put simply, is--

> A process by which we judge whether a program (or project or instrument or person) is working effectively or not.

WHAT IS A PROGRAM OR PROJECT?: A SYSTEMS PERCEPTION

Any evaluation process must start by defining a program or project. Systems perception focuses upon the logic of an activity. Viewed in this way, a program or project is--

> A collection of activities which have a common aim, e.g., the reduction of vandalism.

The logic of such a program may flow as follows:

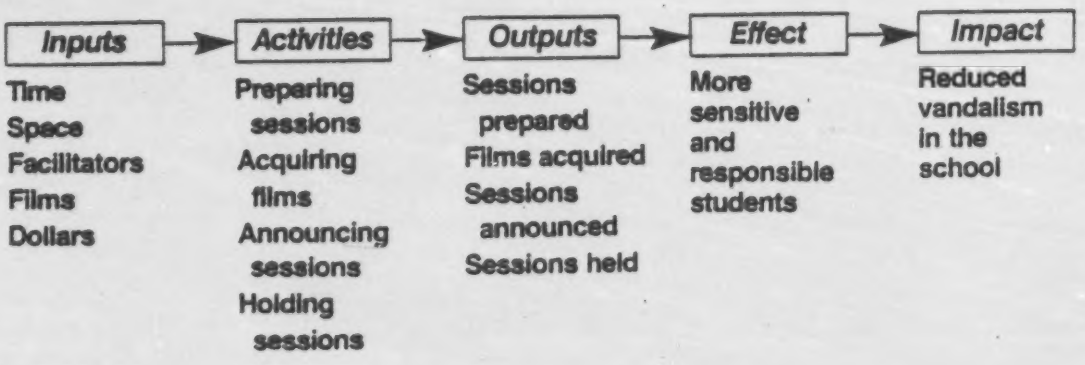
- You want to reduce vandalism.
- One way of achieving that is to make students more sensitive to the costs of vandalism in terms of money, morale, etc.
- One way to make students more sensitive is to hold rap sessions on the problem.
- To support these rap sessions you are going to need time, space, money, facilitators, films, etc.

Applying a Systems View

Impact—Reduction in School Vandalism
↑
Effect—More Sensitive Students
↑
Output—Rap Sessions
↑
Inputs—Time, Space, Films, $, Etc.

Laid on its side this simple project appears as follows:

Systems View of a Project



Every program or project, large or simple, can be diagrammed like that--as a series of activities fueled by inputs and issuing in outputs that trigger off immediate effects that contribute (we hope) to ripple effects (impacts). Specific amounts of resources like time, space, personnel, materials, etc., are channeled into activities like preparing, acquiring, announcing, and holding sessions. Each of these activities must produce a session prepared, a film acquired, announcements made, sessions delivered, and students reached. Hopefully, because of these outputs, something will happen to the students like a positive change in knowledge, a positive change in attitude, and a positive change in behavior. In time, these will contribute to some ripple effects like growth in peer pressure to stop vandalism, reduced destruction of individual and school property, and more constructive behaviors in general.

In summary, a systems perception enables the evaluator to detect the flow of the program or project and to detect its linkages, salient features, and cause-effect sequence. It is useful for more efficient planning, managing, and evaluation of a program or project.

THE EVALUATION PROCESS--THE BASIC STEPS AND A SIMPLE EXAMPLE

In order to gain a better understanding of the evaluation process, we shall apply it to a simple example of a program to reduce school vandalism.

The first step is to decide what aspects of the program you want to keep an eye on. For instance, you may want to keep an eye on--

- The number of rap sessions held
- The number of students reached
- The number of participating students who returned
- The cost of the program
- The number of acts of vandalism occurring in the school during the semester.

You may want to line up your interest areas systemically as follows:

Interest Areas and Measures

	First Semester Actual Performance	*First Semester Standard Performance*
Inputs —Cost	Number of Dollars Spent	
Outputs —Rap Sessions Held —Individual Students Reached	Number of Rap Sessions Held Number of Individual Students Reached	
Effects —Increased Student Concern	Number of Individual Students Returning to Sessions 1, 1+ Times	
Impacts —Reduction in School Vandalism	Number of Acts of Vandalism	

The second step is to gather data on the above interest areas. For each measure, obtain the actual figures. On cost you can consult financial records; on individuals attending and on rap sessions held you will have to set up a procedure and assign responsibility for gathering those data at each session; the same will be necessary for gathering data on students returning to subsequent sessions, etc. Data collection and reporting procedures have to be well thought out for every measure you are interested in. We will not go into methods and problems of data collection for the sake of brevity, but common sense will often dictate appropriate procedures for gathering the data you need.

Let's say that by the end of the semester the following data on performance were collected and reported:

Actual Performance Data

	First Semester Actual Performance	*First Semester Standard Performance*
Inputs —Cost	$1307	
Outputs —Rap Sessions Held —Individual Students Reached	28 161	
Effects —Increased Student Concern	115 Individual Students Returned to Sessions 1, 1+ Times	
Impacts —Reduction in School Vandalism	9 Acts of Vandalism	

What do these figures say? They tell you what happened. But, they say nothing evaluatively. They do not say whether what happened was good, bad, or indifferent--which leads to the next step in the process.

To be able to judge whether a program is working effectively, you have to select a standard(s). In other words, you need something against which to compare your performance.

- You want to keep an eye on cost, but in relation to what?
  - Your budget (plan)?
  - Last semester's cost?
  - Another similar project's cost?

- You want to keep your eye on rap sessions, but in relation to what?
  - The number you planned?
- You want to keep an eye on individuals reached, but in relation to what?
  - The number you expected to reach?
  - The number reached on Monday compared to Tuesday?
- You want to keep an eye on students returning, but in relation to what?
  - The number you expected to return?
- You want to keep an eye on acts of vandalism, but in relation to what?
  - The number for the same period last year?
  - The average number over the past four years?
  - The number occurring in a school the same size as yours?

To evaluate you need to bring standards (a level or measure of performance) to bear on your current performance. The range of standards possible is--

- NEED (do we measure up to what's needed?)
- PLAN (do we measure up to what we planned to do?)
- PAST PERFORMANCE (do we measure up to last year, last quarter?)
- OTHER SIMILAR PROGRAM (do we measure up to that other effort?)
- CONTROL GROUP (used in experiments)
- DEMAND (do we measure up to demand?)
- PROFESSIONAL (do we measure up to professional levels of performance?)
- REQUIREMENTS (do we measure up to what funding agencies require of us?)

Often programs do not have a solid standard because they have little data on past performance, on what other programs are doing, or their own plans are loosely written, without specific expectations beyond spending. Hence, the importance of keeping data and writing good plans.

Now let us bring some standards to bear upon our simple program to reduce vandalism through rap sessions. Let us suppose that the program did have some specific impact, effect, output, and input objectives. You can bring these objectives to bear on the actual performance and you can make some judgments about the program's effectiveness:

Matrix of Actual Versus Planned Performance

	First Semester Actual	*First Semester Planned*	*Comparison*	*Judgment*
Inputs —Cost	$1307	$1500	1307/1500	Underspending 13%
Outputs —Rap Sessions	26	36	26/36	72% Effective
—Students Reached	161	250	161/250	64% Effective
Effects —Students Returning	115	125	115/125	92% Effective; Not Bad
Impacts —Acts of Vandalism	9	14 Last Semester	9/14	36% Fewer; Goal Attained

What do these few figures say? What questions do they raise? What actions do they stimulate?

What They Say:

Inputs
- The project is underspending

Outputs
- The project is having fewer rap sessions than planned

Questions/Actions:

- Where is it underspending, why, should the budget be reduced, what can we do with the surplus dollars?

- Which sessions didn't occur, why, was the schedule too ambitious, was demand low at certain times? Perhaps we should reduce the number planned or change the schedule.

What They Say:	Questions/Actions:
Outputs (cont'd) - The project is reaching significantly fewer students than planned	- Why is participation low, what students are coming, what's the profile? Perhaps we need to publicize more, change format, change time.
Effects - A significant number of students do return to one or more rap sessions	- How often do they return, what's the profile of the returnees, did they return because they liked it? Perhaps we should publicize this, encourage more to come.
Impacts - Vandalism is down this semester	- What other factors might be contributing to this decline, was the actual cost of vandalism down? Let's check that out.

A MORE EXTENDED APPLICATION OF THE EVALUATION PROCESS

The above survey can be expanded, made more comprehensive and therefore more useful, all within the systems framework. You could look not only at total cost but at cost in several areas; you could look not only at the total number of rap sessions held but keep data on the number held on Mondays and Tuesdays, etc.

Suppose that in the second semester of the same school year you expanded the original survey to include more elements and that you expanded your standards to measure these additional elements. By the end of the second semester your matrix might look like the following:

EVALUATION REPORT MATRIX - AN EXTENDED CASE

	Second Semester Actual Performance	Second Semester Planned Performance	Comparison	Judgment
Inputs				
-Cost; total and by type	Total $1220 -film $550 -material $670	Total: $1500 -film $500 -material $1000	1220/1500 = 550/500 = 670/1000 =	80% 110% 67%
-Time of sessions	96 ' per session	60 ' per session	96/60 =	160%
Outputs				
-Rap sessions held: total and by time	Total: 30 -Mondays 12 -Tuesdays 18	Total: 36 -Mondays 18 -Tuesdays 18	30/36 = 12/18 = 18/18 =	83% 66% 100%
-Attendance	Total M.: 17 -Monday M. 6 -Tuesday M. 23	Total M.: 15 -Monday M. 15 -Tuesday M. 15	17/15 = 6/15 = 23/15 =	113% 40% 153%
-Individual students reached: total and by type	Total: 202 -Male 91 (45%) -Female 111 (56%) -White 126 (62%) -Black 43 (22%) -Hispanic 33 (16%)	Total: 250	202/250 =	80%
Effects				
-Individual students returning: total and by type & frequency	Total: 154 -Male 85 (93%) -Female 69 (59%) -White 92 (73%) -Black 34 (78%) -Hispanic 28 (84%)	Total: 125	154/125 =	123%
Impacts				
-Acts of vandalism; otal and by type	Total: 4 - to individual property 3 - to school property 1	Last Semester 9	4/9 =	33%
-Cost of vandalism	$4000.00	Last Semester 26,000.00	4000/26,000 =	15%

As you can see, your ability to evaluate the program has been greatly expanded.

Inputs
- The project is underspending again, especially for materials.

Outputs
- Sessions are lasting on the average 60 percent longer than expected.
- The project's holding 17 percent fewer sessions than planned; Monday is a bad day.
- Attendance overall was better than anticipated; Tuesday sessions are too crowded.
- The project didn't reach as many students as desired; more girls are coming than boys.

Effects
- Many more students stay with the sessions, especially boys, blacks and hispanics.

Impacts
- Vandalism is significantly down in acts and costs.

Actions
- The sessions may be contributing to increased student concern about vandalism and having a ripple effect. We are not absolutely sure, but it might be good to keep the sessions going next semester, publicize them more, drop the Monday date and pick another to relieve Tuesday, gather the rap session participants of this year to plan some related projects next year, etc. Do something to retain the girl participants (find out why they dropped out). Get some feedback from participants to test our conclusion that the sessions did have some effect on their knowledge, attitude, and behavior.

CONCLUSION

This brief background piece has sought to give the workshop participants a basic introduction to evaluation by presenting--

- o A systems perception of programs/projects
- o The basic steps and logic of evaluation
- o A simple experience of a survey and a more in-depth study of a project.

Participants are encouraged to go over their own project's plans (present or future) and select the inputs, outputs, effects, and impacts, and relevant standard measures in order to construct their own evaluation design.

OPTIONAL EXERCISES FOR MODULE 1.5

TRAINER'S NOTE: These two optional exercises can be used at the trainer's discretion following Section 2.D of the walk-through.

EXERCISE A

Below are some inputs, outputs, effects, impacts of a vandalism prevention project which involves CB radio enthusiasts in reporting problems or potential problems observed at school sites during nonschool hours.

Identify which are inputs (I), outputs (O), effects (E), and impacts (M).

a - ____ Time spent observing a school site

b - ____ A CB radio

c - ____ General reduction in activity around the school after hours

d - ____ A school security officer's response to a CB report

e - ____ A CB radio operator

f - ____ A break-in prevented

g - ____ A radio report of a window left open

h - ____ A general reduction in vandalism costs over a 6-month period

(For trainer only: Answer key
a - I; b - I; c - E or M; d - E; e - I; f - E; g - O; h - M)

EXERCISE B

Below are some inputs, outputs, effects, impacts of a vandalism abatement project that amounts to a media campaign to raise community awareness of the problem.

Idnetify which are inputs (I), outputs (O), effects (E), and impacts (M).

a - ____ A newspaper add

b - ____ A community leader who participates in a TV interview

c - ____ TV or radio time

d - ____ A radio interview

e - ____ Newspaper space

f - ____ Increased concern among students

g - ____ A media person's know-how

h - ____ A TV spot announcement

i - ____ A completed poster

j - ____ An artist

k - ____ A posted poster

l - ____ Increased community awareness of vandalism costs

m - ____ A reduction in vandalism

n - ____ More reports of vandalism

o - ____ A P.R. expert

p - ____ New community initiatives regarding school vandalism

q - ____ Time per completed poster

r - ____ Cost per spot announcement

(For trainer only: Answer key
a - O; b - I; c - I; d - O; e - I; f - E; g - I; h - O; i - O; j - I; k - O;
l - E; m - M; n - M; o - I; p - M; q - I over O; r - I over O)

Course 1 - Putting It All Together and Taking It Home

Module 1.6 - Taking It Home

Module Synopsis

Purpose

This module concludes the planning sessions and aims to help participants consolidate what they have learned. Aspects and levels of planning are discussed. Participants are enabled, through group exercises, to develop recommendations and first planning meeting agendas suitable for programs to prevent violence and vandalism in their own communities.

Objectives

Participants will be able to--

1. Identify the three aspects of planning which are important for successful development of programs
2. Identify four levels of possible change
3. Develop recommendations suitable for their own community's programs
4. Build an agenda for a first planning session to meet a problem in their own community.

Target Audiences/Breakouts

This is a core module targeted at the preoperational and operational levels. It is, therefore, appropriate for a broad mix of participants.

Module Synopsis (continued)

Course 1 - Putting It All Together and Taking It Home

Module 1.6 - Taking It Home

Media/Equipment

Overhead projector
Screen
Flip chart
Newsprint
Markers
Paper and pencils

Materials

Transparencies

1.6.1 Individual Level of Change
1.6.2 Classroom Level of Change
1.6.3 School/Neighborhood Level of Change
1.6.4 Community Level of Change

Handouts

1.6.1 Ground Rules for Meetings
1.6.2 Agenda Building: A Team-Building Starter

Participant Worksheet

1.6.1 Recommendations

Individual Level of Change . . .

I will work on my own intrapersonal skills.

Classroom Level of Change . . .

I will install new methods, materials, processes, or techniques.

School/Neighborhood Level of Change . . .

School and neighborhood join together.

Community Level of Change . . .

Several schools and neighborhoods are united.

Course Agenda by Module

Course 1 - Putting It All Together and Taking It Home

Module 1.6 - Taking It Home

Total Time 1 hour and 45 minutes

Module Summary

In this final planning session, participants develop recommendations and build an agenda for the first planning steps they will take in their own communities.

Activity/Content Summary	Time
1. Course Summary and Module Overview In this final planning session, three aspects of planning will be explored: levels of planning, recommendations, and techniques for initial action in the back-home situation.	5 min.
2. Levels of Planning Four levels of change are presented: individual, classroom, school/neighborhood, and community.	5 min.
3. Group or Individual Exercise: Recommendations Participants write recommendations for programs or action steps suitable for their own schools and communities. A. Introduction B. Exercise with Worksheet	45 min.
4. Group Exercise: Techniques for Conducting Planning Sessions Participants build an agenda for a first meeting of a planning group which they will be able to use in their own communities or will develop first action steps they will take. A. Discussion B. Exercise or Simulation	50 min.

Materials/Equipment	Sequence/Activity Description
	1. Course Summary and Module Overview (5 min.) Trainer should make the following points: o This session is the final planning session and is intended to help participants reflect on the workshop content while considering some important elements of planning that will help them take their learning home and see that it is put to good use. o During this session participants will consider three aspects of planning that are important to making things happen. They are-- - Identify Levels of Planning--Participants should begin to consider the appropriate program scope for back-home planning. For example, who should be involved in initial planning? How many persons or organizations? - Formulate Recommendations--Based on their experience at the workshop, participants should consider what they would recommend to key persons back home who might instigate planning and action to prevent or control school violence or vandalism. - Develop a Technique for Running a First Planning Session--Participants need to be aware of ways to make meetings work so that people come to the session committed to action and they stay involved. 2. Minilecture Using Transparencies: Levels of Planning (5 min.) Trainer should make the following points: o One of the most important things to do is to decide on the scope of planning prior to beginning formal planning sessions. o There are several levels of planning. Depending on the nature and extent of the problem, you may wish to address problems at several levels--or at a single level.
Overhead projector Screen	

Materials/ Equipment	Sequence/Activity Description
Transparency 1.6.1	Show Transparency 1.6.1 and make the points below:

Individual Level of Change . . .

I will work on my own intrapersonal skills.

- First: action may be taken at the individual level.
- All of us may need to build some intrapersonal skills, develop coping mechanisms, build our own feelings of well-being, or learn a new technique for working with students. Individuals are, after all, the ultimate unit of change. In most cases, however, our planning teams will be looking at a broader population.

Materials/ Equipment	Sequence/Activity Description
Transparency 1.6.2	Show Transparency 1.6.2 and make the points below:

Classroom Level of Change . . .

I will install new methods, materials, processes, or techniques.

- Second: action may be taken at the classroom level.
- At the classroom level, a teacher (or several teachers) decides to make changes that he or she believes will improve student performance in some way. The changes may be curricular, procedural, or physical in nature.

Materials/ Equipment	Sequence/Activity Description
Transparency 1.6.3	Show Transparency 1.6.3 and make the points below:

School/Neighborhood Level of Change . . .

School and neighborhood join together.

- Third: action may be taken at the school/neighborhood level. That is, planners may wish to look at the school and its attendance area as the change target.
- This strategy greatly increases the resources available to influence change. The school staff and students now have the efforts of parents, community members, and community agencies to enhance their program.

Materials/ Equipment	Sequence/Activity Description
Transparency 1.6.4	Show Tansparency 1.6.4 and make these points:

Community Level of Change . . .

Several schools and neighborhoods are united.

- Fourth: action may be taken at the community level.
- Many of the problems that planners will identify will be problems that have their causes in the broader community. Poor housing, unemployment, lack of recreational facilities, and transportation are a few of the types of problems that a school neighborhood may eventually want to join with others to address. Some participants may have the organization to do so now.

Trainer should ask the following discussion questions:

- At what level do you see your school or community engaging in planning to prevent school violence and vandalism?
- What kinds of problems might be dealt with well at one level but poorly at another level?

Materials/ Equipment	Sequence/Activity Description

3. Group or Individual Exercise: Recommendations (45 min.)

A. Introduction

Trainer makes the following points:

- o During the workshop, participants have heard about many programs and strategies for reducing school violence and vandalism. They have also heard the stress on making things happen at home.
- o This session is intended to allow you to consider what you think ought to take place in your own schools and communities.
- o You are going to write recommendations to be presented to appropriate persons in your back-home settings--persons who are in a position to initiate action.
- o You will share these recommendations with the trainers, and they will be copied and returned to you.
- o Trainers need copies so that they can begin to develop a feel for the kinds of technical assistance that local sites will be requesting in the future.

B. Exercise With Worksheet

Trainer gives the following directions:

- o Group yourselves with others from your school sites.
- o If you are the only representative from your area, you should work alone.

Worksheet 1.6.1

Refer to Worksheet 1.6.1, Recommendations, and give the following directions:

- o Your role as a workshop participant is not complete until you have taken action. One such action is reporting on this workshop to others.
- o A report should contain your recommendations.
- o Work alone or with others from your community and complete Worksheet 1.6.1, Recommendations.
- o These should be recommendations that you feel are most appropriate to your situation. Recommendations should be based on your workshop experience.

Materials/ Equipment	Sequence/Activity Description
	o Make recommendations in as many of the following areas as possible: - Programs we should learn more about - Specific strategies we should consider - Persons or groups that ought to hear about this workshop and the ideas presented - Suggestions for developing a planning process. o You have 30 minutes. After 30 minutes, trainer asks participants to join another group (or individual) and exchange and critique recommendations for a 10-minute discussion.
Flip chart Newsprint Markers Paper and pencil for each person	4. Minilecture and Group Exercise: Techniques for Conducting Planning Sessions (50 min.) A. Minilecture Trainer should make the following points: o Once one has decided who will be involved in planning, planners are ready to hold the first planning meeting. o Ideally, the first and all later sessions will run efficiently--in a manner that keeps people interested. o During the remainder of this session, we are going to look at some ways to make those meetings work.
Handout 1.6.1	Refer to Handout 1.6.1, Ground Rules for Meetings, and make the following points: o First, there are some ground rules for running meetings. We know from experience that these rules are important. Do not forget them while designing meetings. Trainer should discuss handout, if necessary. o Second, each meeting requires an agenda. To achieve maximum group involvement, there are many occasions when the agenda should be set by the group. This may be true of the first planning meeting you work with. During that meeting you want people to-- - Get acquainted

- Begin to discuss the problems of school violence and vandalism that they perceive to be important.

o This exercise is an effective technique for group agenda-setting.

B. Exercise

Trainer should make the following points:

o This agenda-setting exercise will give you an opportunity to review and summarize the problems and solutions to problems you have encountered during the week.

o Think about what you have learned during the week and the recommendations that were made in the previous exercise. (Pause.)

o Imagine that this is the first meeting of a school and neighborhood planning group in your own town or city. You are going to build an agenda for a discussion of the problems that concern the group.

o Proceed through these steps:

(1) Pair off with someone you have not worked with during the conference and find a place in the room to sit and talk.

(2) Interview each other for 5 minutes each. The question for the interview is, "What are the most important school violence and vandalism problems in your community?" Interviewers, do not take notes, but help clarify the views of your partner and try to remember all pertinent remarks. You will be asked to report on what your partner said.

Trainer reassembles group in a circle after the interviewing phase is completed. Each member takes a turn reporting to the group what his or her partner said.

Trainer lists all the problems on a flip chart as they are stated. An individual may "correct the record" of the trainer if needed. During this phase, team members may ask questions for clarification, but no discussion is permitted.

Trainer posts the list of problems on the wall and numbers each item. Duplications are eliminated.

Trainer instructs each group member to select by number the three problems that he or she believes to be most important.

Materials/ Equipment	Sequence/Activity Description
	Trainer tallies on the newsprint the number of participants who have selected each item. Trainer then posts a new list of items which contains those problems that were chosen most often by participants. Trainer directs each participant to rank order the problems. "1" is the item they would most like to discuss. (If more than eight problems are on the list, have participants rank them high, medium, and low.) Trainer makes a tally for each item. (For example, item A receives 10 one's, 5 two's, and 3 three's, etc.) Trainer prepares the final agenda from this list. Trainer asks the following discussion questions when the agenda is completed: o How did you feel about the final agenda? o Why did the process make you feel this way? o Could you use this process? How?
Handout 1.6.2	Trainer, distribute Handout 1.6.2, Agenda Building: A Team-Building Starter, and make the following concluding point: o This handout is a copy of the exercise we have just completed. It may help you as you plan for your own school and community.

Course 1 - Putting It All Together and Taking It Home

Module 1.6 - Taking It Home

Worksheet I-D 1.6.1

Participant Worksheet

Recommendations

Write recommendations for each topic listed below. These are recommendations you believe should be considered by persons to whom you will be reporting upon your return home.

1. Programs we should learn more about.

2. Specific strategies we should consider to reduce school violence and vandalism.

3. Persons or groups that ought to hear about this workshop and the ideas presented.

4. Suggestions for developing a planning process locally.

5. Other

To whom will these recommendations be delivered?

Name _____
Address _____
_____
Phone _____

Course 1 - Putting It All Together and Taking It Home

Module 1.6 - Taking It Home

Background I-D 1.6.1

Background Materials

Ground Rules for Meetings

1. Start on time.
2. Develop and review the agenda.
3. Conduct one piece of business at a time.
4. Participation is a right . . . and a responsibility.
5. Initiate ideas.
6. Support . . . challenge . . . counter. Differences, resolved constructively, lead to creative problem solving.
7. Give others a chance to talk. Silence does not always mean agreement.
8. Communicate authentically. What a person says should reflect what he or she thinks as well as what he or she feels.
9. Conduct group business in front of the group.
10. Conduct personal business outside of the meeting.
11. Develop conditions of respect, acceptance, trust, caring.
12. Develop alternative approaches to the solution of a problem.
13. Test for readiness to make decisions.
14. Make the decision.
15. Assign followup actions and responsibilities.
16. Summarize what has been accomplished
17. End on time.

Learning Associates, Learning Posters, Boston, 1971.

Course 1 - Putting It All Together and Taking It Home

Module 1.6 - Taking It Home

Background I-D 1.6.2

Background Materials

166. AGENDA SETTING: A TEAM-BUILDING STARTER

Goals

I. To create and rank-order an agenda for a team-building session.

II. To generate ownership of and commitment to commonly perceived problems facing a work group.

III. To develop effective listening skills.

Group Size

Varies. (This structured experience is intended as an initial activity in a team-development program. The "team" may be any work unit, such as a committee, task force, production line, or decision-making group.)

Time Required

Approximately one hour.

Materials

I. Newsprint, felt-tipped markers, and masking tape.

II. Paper and a pencil for each participant.

Physical Setting

A room large enough for pairs of participants to meet privately. Wall space is needed for posting.

Process

I. The facilitator discusses the goals of the activity and gives a brief overview of the design.

II. Team members are instructed to pair off by selecting a person with whom they have not talked recently.

III. When pairs are assembled in separate places in the room, the facilitator tells them to take turns interviewing each other. The topic for the interview is "What problem situations should we work on in this team-building session?" Each participant will have five minutes to interview his partner. Interviewers are *not* to take notes, but they are to be prepared to report what their interviewee said.

Source: "Agenda Setting: A Team Building Starter," Structured Experience 166, University Associates (Pfeiffer & Jones)

IV. After the interviewing phase is completed, the team is reassembled in a circle. (The facilitator remains outside the circle.) Each member takes a turn reporting to the team (not to the facilitator) what his partner said. The facilitator lists on newsprint each member's suggested problem situations (in the member's own words). Each interviewee then "corrects the record" by adding anything that the interviewer left out or by adjusting any misperceptions. During this phase, team members may respond only by asking questions for clarification.

V. The lists of problem situations are posted on a wall, and the items are numbered. Duplicates are combined or are given the same number.

VI. The facilitator instructs each team member to select, by *number*, the three problem situations that he believes are most important. Then the facilitator tallies on the newsprint the number of members who have indicated each of the items.

VII. The facilitator posts a new list of the items with the highest frequencies in the tally.

VIII. Each participant is instructed to *rank-order* these problem situations independently, in terms of which are most important. The rank "1" is to be assigned to the item that the member believes *must* be discussed if the team-building session is to be successful. The second most pressing situation is ranked "2," and so on.

IX. The facilitator tallies the ranks assigned to each of the items by asking how many members ranked item A as 1, 2, 3, etc. (If there are more than six or seven items, the tally can be based on a "high, medium, or low" ranking.)

X. The facilitator posts the final agenda on newsprint. He leads a discussion of reactions to the agenda-setting process.

Variations

I. The interview time can be varied to take into account the length of the team-building session. In a brief meeting, the interviewers can ask for the *one* problem situation that needs to be faced by the team.

II. The leader of the team (instead of the facilitator) can function as the recorder.

Similar Structured Experiences: *Vol. II:* Structured Experience 45; *Vol. III:* 66; *73 Annual:* 87.

Suggested Instruments: *73 Annual:* "Problem-Analysis Questionnaire," "Diagnosing Organization Ideology."

Lecturette Sources: *'72 Annual:* "Openness, Collusion and Feedback"; *'73 Annual:* "The Sensing Interview"; *'74 Annual:* "Team-Building."

Submitted by John E. Jones.

Course 1 - Putting It All Together and Taking It Home

Module S - Simulation--In-School Incident

Module Synopsis

Purpose

The simulation contained in this module is a problem-solving exercise. Its purpose is to help participants identify causes of in-school disorders and to describe some behaviors and strategies for coping with them.

Objectives

Participants will be able to--

1. Identify an in-school problem and list causes of the problem situation
2. Propose strategies for resolving the problem
3. Identify behaviors which help and hinder problem resolution.

Target Audiences/Breakouts

This exercise has been designed for all workshop participants. It is a large group activity which requires participants to relate ideas presented in several of the modules.

Course 1 - Putting It All Together and Taking It Home

Module S - Simulation--In-School Incident

Module Synopsis (continued)

Media/Equipment

Materials

Handouts

S.1	In-School Incident: Setting and Characters
S.2	In-School Incident: Scenario
S.3	In-School Incident Scenario: What Actually Happened

Background Materials (Trainer/Participant)

S.1	"Conflict Resolution Strategies," Joan A. Stepsis, from The 1974 Annual Handbook for Group Facilitators

Background Materials (Trainer)

S.2	"A Model of Intergroup Problem Solving," John E. Jones and Anthony J. Reilly, editors, from The 1975 Annual Handbook for Group Facilitators
S.3	Dimensions of Effective Problem Solving
S.4	A Basic Sequence for Problem Solving

Course 1 - Putting It All Together and Taking It Home

Module S - Simulation--In-School Incident

Total Time 1 hour and 10 minutes

Course Agenda by Module

Module Summary

This simulation asks participants to review and attempt to resolve a school problem. Its purpose is to help participants identify causes of in-school disorders, possible strategies that may be taken, and positive behaviors for coping with such disruptions.

Activity/Content Summary	Time
1. Introduction Trainer reviews the purpose and tasks for the simulation. Special emphasis is placed upon participants responding to the school problem from the perspective of their actual job or role in the school or community.	10 min.
2. Simulation: Part 1 A. Preliminary Directions Trainer divides participants into 5 subgroups based upon their job and representation in the audience. B. Small Group Activity Trainer states the task and purpose of the small group activity. Participants work for 15 minutes to decide upon ways to handle the problem.	20 min.
3. Preparing for Part 2 of the Simulation Trainer requests that a representative come forward from each subgroup. Each member will be representing their respective job/role in this "general meeting" where they will be deciding "what the principal should do and why."	5 min.
4. Simulation: Part 2 The "general meeting" occurs.	20 min.

Activity/Content Summary	Time
5. Presentation of the Way the Problem Was Actually Handled and Discussion	15 min.
A. Trainer Explanation Trainer explains that this scenario actually occurred and presents the manner in which one principal actually handled the incident.	
B. Reading of an 'In-School Incident Scenario: What Actually Happened' and Group Discussion Participants review the actual resolution of the problem, compare it to their suggested strategies, and review which behaviors in the group helped or hindered the resolution of the problem.	

Materials/Equipment	Sequence/Activity Description

1. Introduction Using Handouts (10 min.)

(NOTE: This simulation asks participants to view a problem situation in a school and decide how to resolve it. Emphasis is placed on people with actual jobs/roles in the school or community performing their real parts. Prior to beginning this module, trainer should review the Registration Roster to ascertain the number and jobs of participants in the audience. Shortly, participants will be asked to break into five, or so, subgroups based upon their actual jobs. While five specific subgroups are suggested--administrators, teachers, parents, students, and counselors--trainer should be prepared to possibly form other subgroups depending upon the audience composition. For example, if there are a number of security personnel and no counselors, form a security group instead. If some groups have only a few members, e.g., students, be prepared to place people who have similar interests, e.g., student advocates, into this group.)

The procedures are as follows:

Handout S.1

(1) Trainer distributes Handout S.1, In-School Incident: Setting and Characters, and briefly describes each of the main characters in the simulation.

Handout S.2

(2) Trainer reads the problem situation and distributes Handout S.2, In-School Incident: Scenario, and makes the following points:

- The purpose of this simulation is to explore the nature of the identified problem(s) and to work toward solutions.
  - Participants will be asked to identify the problem, describe the general nature of the problem (prejudice, communication, rules, regulations), and attempt to resolve it.
  - In order to ensure that a variety of points of view are represented, and that authentic and honestly held opinions and feelings get expressed, you will soon be asked to represent the actual role/job you currently hold in the school or community as you attempt to resolve the problem.

Materials/ Equipment	Sequence/Activity Description

2. Simulation: Part 1 (20 min.)

A. Preliminary Directions

The procedures are as follows:

(1) Divide participants into five subgroups according to their jobs or roles. Administrators, teachers, parents, students, and counselors each form one group.

(2) Participants should be formed into five small circles so that the members of each subgroup can easily hear one another.

(3) Tell the participants they will be reviewing what happened in the problem situation from their real role perspective, and then making decisions concerning what the school should do.

B. Small Group Activity

Trainer gives the following directions to all participants.

- Each subgroup now has three tasks--

  (1) Within your group, review and discuss "what happened" from your role perspective.

  (2) Based upon your role in the school or community, decide "what the principal should do and why." Consider the general solution to this incident, what strategies must be taken, and any issues to be considered.

  (3) Select one volunteer in your group to act as a representative.

- Participants have 15 minutes for discussion within their subgroups.

- At the conclusion of the group discussions, the representatives from each group will gather in the front of the room. Each representative will assume that they are attending a meeting of representatives to discuss "what should be done."

- Trainer instructs groups to start.

Materials/ Equipment	Sequence/Activity Description

3. Preparing for Part 2 of the Simulation (5 min.)

Trainer defines the task and summarizes the procedures:

- o Trainer asks groups to conclude their discussions and prepare to address "what the principal should do and why?"
- o Trainer asks representatives from each subgroup to move to the front of the room or around a table, if available.
- o Trainer designates a chairperson and asks each representative to state which group they represent and give a brief statement about the responsibilities associated with that respective job.
- o Trainer instructs the group to proceed as if in a meeting of representatives whose task is to decide what strategies should be taken to resove the problem.

(NOTE: Possible strategies or issues participants may raise or trainer may wish to use to facilitate discussion include--

- Involving parents
- Establishing clear cut sanctions
- Having a clear discipline code
- Providing a process for educating students regarding their rights and responsibilities
- Clarifying who is really in charge of discipline
- Addressing issues of confidentiality.)

4. Simulation: Part 2 (20 min.)

The group activity proceeds in the form of a "general meeting" to discuss what should be done.

After about 15 minutes, trainer needs to draw the discussion to a closing. Groups may wish to take a brief break.

Materials/ Equipment	Sequence/Activity Description

5. Presentation of the Way the Problem Was Actually Handled and Discussion (15 min.)

A. Trainer Explanation

- Trainer explains that the school problem the participants have been working on actually occurred. Names and location have been changed.
- Trainer states that, shortly, participants can see what one principal and school staff actually did to remedy this problem.
- Trainer further explains that this case illustrates one good way to handle such an incident. However, it is clear that their actual solution is not the only, or necessarily best, solution.

Handout S.3

Trainer passes to all participants Handout S.3, In-School Incident Scenario: What Actually Happened.

B. Reading of an 'In-School Incident Scenario: What Actually Happened' and Group Discussion

- Trainer tells the group to take about three to five minutes to read 'What Actually Happened'.
- Trainer explains that, if the group wishes, they are welcome to discuss the solution that was taken or review their own suggested solutions.
- Trainer explains session will conclude by participants stating which behaviors during the general meeting helped or hindered the resolution of the problem.

In-School Incident:
Setting and Characters

Setting:

Drexell High School is a large city high school with 2500 students. One group within the school has difficulty with reading and mathematics, therefore, they participate in catch-up sessions. To reward these students for the hard work required in these catch-up sessions, students are allowed to choose one of four popular electives: Commercial Foods, Fashion Design, Art/Photography, or Auto Repair.

Characters:

MRS. REISMAN is the principal of the school. She has been hired because of her proven capability to work successfully with young people in charged situations.

MS. CARNEIRO is the teacher in the commercial foods course.

ROBERTO S. is a 15-year-old "black" Puerto Rican boy, small in size. He was born in the Bronx and has been living in the town of Drexell for three years. "I'm not Puerto-Rican and I don't speak Spanish," he says. He has failed three subjects during the past school year. Because of that he is attending the catch-up session. An independent person, Roberto earns money by subcontracting jobs from an auto shop. His mother is on welfare, and his father has returned, at least temporarily, to Puerto Rico. Roberto has an older brother and four younger sisters. He lives in the Spanish part of town which is about six miles from the school and has recently enrolled in the commercial foods course.

ROSE MICHAELS is a 15-year-old Irish girl who lives in the neighborhood. She has run away three times during the past year. She has a reputation for having a hot temper. Her father is out of work. He is a member of an antibusing group called WAR. Her mother is, as the school people call it, "crazy." Rose's older sister is working her way through college.

SAM MICHAELS is Rose's father, a brick mason.

HANDOUT
S.2

In-School Incident: Scenario

The only "violent incident" of the summer session at Drexell occurred in the commercial foods classroom where Roberto, a 15-year-old boy, threatened to injure Rose, a fellow student.

Upon returning to the cooking room after math class to check up on his loaves of bread, Roberto was upset when he cut into the apparently perfect loaves and discovered that the dough had fallen into a heavy sodden mass beneath the golden crust.

Ms. Carneiro, the teacher, tried to explain to Roberto what had happened in terms of the action of yeast and to make a lesson out of the occurrence, but Roberto was in no mood to listen. He blurted out: "Give me the dough, I'll throw it at the white kids."

Rose, who was hovering nearby, intruded, "Why don't you throw it 'ata' spick instead?"

Roberto flared up and brandished the bread knife he had been cutting the loaves with at her. Ms. Carneiro grabbed his wrist, made him drop the knife, and ordered him to accompany her to the principal's office. The one security officer assigned to the school for the summer session was absent on personal time to attend the funeral of a close family member.

Ms. Carneiro briefly described the incident in the cooking room to Mrs. Riesman and then left the principal to talk with Roberto. After getting Roberto's account of the incident and walking him back to the cooking room to pick up his belongings, Mrs. Riesman dismissed him for the day saying that she wanted to see him when school opened the next morning.

She called Ms. Carneiro back to her office to record the details of the incident, and then she called Rose in to her office to get her side of the story.

HANDOUT
S.3

In-School Incident Scenario: What Actually Happened

During her initial discussion with Roberto immediately after he was brought to her office, Mrs. Riesman had asked Roberto whether or not he minded being in school and whether or not he minded her calling his mother. He was still angry and he said he didn't need so many people telling him what to do. She suggested he might think of dropping out, but he said that he knew he needed school.

While walking back to the cooking room with Roberto, Mrs. Riesman noticed that he was tense, but that he did not flinch or resist when she gently touched his shoulder. He seemed to be calming down.

Her mind raced as she reviewed the possible consequences of the incident. To brandish a bread knife was a threatening and frightening act. But it was not as if Roberto had brought the knife into school with him. It might just as well have been a spoon lying about that he had seized upon. Many of the tools in home economics and in shop could be used as weapons. This was the first difficult episode of the summer, and things had been going so well. To exaggerate the importance of this incident might set off a chain reaction. On the other hand, the Michaels family had been leaders in the community anti-integration, anti-busing faction. Once Mr. Michaels heard of the incident, there would be trouble with him immediately. And meanwhile, what would Rose's side of the story sound like?

Mrs. Riesman studied Roberto carefully as he gathered his books and left the school to return home. He seemed to have calmed down, and to be quiet and reflective. She sent for Rose and discussed the incident with her at length.

The rest of the afternoon she spent on the telephone talking with Mr. Michaels and alerting him of the incident. She made an appointment to stop at the Michaels' home on her own way home at the end of the school day. She also called Roberto's mother, and asked her to come to school in the morning with Roberto.

During the meeting with Mr. Michaels, she got him to agree to meet at school in the morning with Roberto's mother.

That evening, she contacted a young counselor who had been assisting her during the school year as a trouble shooter. He had grown up in the neighborhood and was studying for a social work degree. He had been remarkably successful in winning the respect and trust of students from all the racial and ethnic groups represented at the school, not just those of Irish background like him. He agreed to meet with Roberto the next day.

The next morning, the two families and the principal met together for several hours. Roberto's mother wept and scolded her son. Mr. Michaels began the session very belligerently and attacked the principal for not having called in the police. He threatened to report the incident to the press. While the parents were discussing the incident, Mrs. Riesman sent Rose and Roberto out to talk with the counselor. He met with each of them separately, and then called them in together.

At the end of the morning meetings, Mrs. Riesman suggested that everyone concerned needed more time to think things over. She offered to call everyone that evening.

The counselor then met with her to report that Rose had apologized to Roberto, and admitted that she had been insulting and provocative. Roberto, in his way, had admitted that he had been too quick to take action, and that to pick up a knife had been a dangerous and serious action to take under the circumstances. The counselor had pointed out to him that he needed to think about possible ways of acting when he was called a spic, that it wasn't the last time it was going to happen.

Mrs. Riesman called Mr. Michaels to report the outcome of the meeting with the counselor, and to praise Rose's apology as very "ladylike".

During the course of the rest of the week, there were many other telephone conversations, and finally the case was considered closed. In discussing the episode with Ms. Carneiro, Mrs. Riesman pointed out to her that a very important skill for teachers to acquire was the ability to deal with kids and their emotions, and to use episodes like this one to teach them about themselves and about how to deal with other people in ways that did not lead to their harming themselves or others.

The counselor said that he had used guilt to get Roberto and Rose to come to terms with each other.

Ms. Carneiro expressed to the principal her discovery that you could get close to kids, and that you needed to get close to kids to be an effective disciplinarian in the classroom. Mrs. Riesman again stated her basic philosophy that teachers and principals were there to serve kids, albeit under difficult circumstances, but expressed confidence that together they could work out policies and strategies that worked.

Several days later Roberto agreed to appear before a visiting delegation of youth workers from Germany who ran refuges for runaway kids. Together with the principal he told his version of the incident before the foreign audience. It was clear that he understood the issues at stake, and when he was finished the audience tapped on the table in applause. The leader pointed out to Roberto that "you are a very courageous boy".

Course 1 - Putting It All Together and Taking It Home

Module S - Simulation--In-School Incident

Background I-D S.1

Background Materials

"Conflict-Resolution Strategies"

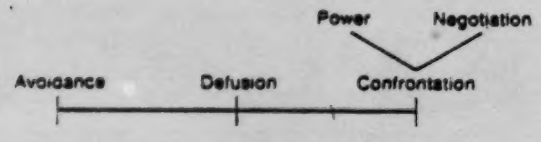
Conflict is a daily reality for everyone. Whether at home or at work, an individual's needs and values constantly and invariably come into opposition with those of other people. Some conflicts are relatively minor, easy to handle, or capable of being overlooked. Others of greater magnitude, however, require a strategy for successful resolution if they are not to create constant tension or lasting enmity in home or business.

The ability to resolve conflict successfully is probably one of the most important social skills that an individual can possess. Yet there are few *formal* opportunities in our society to learn it. Like any other human skill, conflict resolution can be taught; like other skills, it consists of a number of important subskills, each separate and yet interdependent. These skills need to be assimilated at both the cognitive and the behavioral levels (*i.e.*, Do I understand how conflict can be resolved? Can I resolve specific conflicts?).

RESPONSES TO CONFLICT SITUATIONS

Children develop their own personal strategies for dealing with conflict. Even if these preferred approaches do not resolve conflicts successfully, they continue to be used because of a lack of awareness of alternatives.

Conflict-resolution strategies may be classified into three categories—avoidance, defusion, and confrontation. The accompanying figure illustrates that avoidance is at one extreme and confrontation is at the other.



A Continuum of Responses to Conflict Situations

Avoidance

Some people attempt to avoid conflict situations altogether or to avoid certain types of conflict. These people tend to repress emotional reactions, look the other way, or leave the situation entirely (for example, quit a job, leave school, get divorced). Either they cannot face up to such situations effectively, or they do not have the skills to negotiate them effectively.

Although avoidance strategies do have survival value in those instances where escape is possible, they usually do not provide the individual with a high level of satisfaction. They tend to leave doubts and fears about meeting the same type of situation in the future, and about such valued traits as courage or persistence.

Defusion

This tactic is essentially a delaying action. Defusion strategies try to cool off the situation, at least temporarily, or to keep the issues so unclear that attempts at confrontation are improbable. Resolving minor points while avoiding or delaying discussion of the major problem, postponing a confrontation until a more auspicious time, and avoiding clarification of the salient issues underlying the conflict are examples of defusion. Again, as with avoidance strategies, such tactics work when delay is possible, but they typically result in feelings of dissatisfaction, anxiety about the future, and concerns about oneself.

Confrontation

The third major strategy involves an actual confrontation of conflicting issues or persons. Confrontation can further be subdivided into *power* strategies and *negotiation* strategies. Power strategies include the use of physical force (a punch in the nose, war); bribery (money, favors); and punishment (withholding love, money). Such tactics are often very effective from the point of

view of the "successful" party in the conflict: He wins, the other person loses. Unfortunately, however, for the loser the real conflict may have only just begun. Hostility, anxiety, and actual physical damage are usual byproducts of these win-lose power tactics.

With negotiation strategies, unlike power confrontations, both sides can win. The aim of negotiation is to resolve the conflict with a compromise or a solution which is mutually satisfying to all parties involved in the conflict. Negotiation, then, seems to provide the most positive and the least negative byproducts of all conflict-resolution strategies.

NEGOTIATION SKILLS

Successful negotiation, however, requires a set of skills which must be learned and practiced. These skills include (1) the ability to determine the nature of the conflict, (2) effectiveness in initiating confrontations, (3) the ability to hear the other's point of view, and (4) the utilization of problem-solving processes to bring about a consensus decision.

Diagnosis

Diagnosing the nature of a conflict is the starting point in any attempt at resolution through negotiation. The most important issue which must be decided is whether the conflict is an ideological (value) conflict or a "real" (tangible) conflict—or a combination of both. *Value conflicts* are exceedingly difficult to negotiate. If, for example, I believe that women should be treated as equals in every phase of public and private life, and you believe they should be protected or prohibited in certain areas, it would be very difficult for us to come to a position that would satisfy us both.

A difference of values, however, is really significant only when our opposing views affect us in some real or tangible way. If your stand on women's place in society results in my being denied a job that I want and am qualified to perform, then we have a negotiable conflict. Neither of us needs to change his values for us to come to a mutually acceptable resolution of the "real" problem. For example, I may get the job but, in return, agree to accept a lower salary or a different title or not to insist on using the all-male executive dining room. If each of us stands on his principles—maintaining our value conflict—we probably will make little headway. But if, instead, we concentrate on the tangible effects in the conflict, we may be able to devise a realistic solution.

The Israeli-Arab conflict provides a good example of this point. In order to settle the tangible element in the conflict—who gets how much land—ideological differences do not need to be resolved. It is land usage that is the area of the conflict amenable to a negotiated settlement.

It is important to determine whether a conflict is a real or a value conflict. If it is a conflict in values resulting in nontangible effects on either party, then it is best tolerated. If, however, a tangible effect exists, that element of the conflict should be resolved.

Initiation

A second skill necessary to conflict resolution is *effectiveness in initiating a confrontation*. It is important not to begin by attacking or demeaning the opposite party. A defensive reaction in one or both parties usually blocks a quick resolution of differences. The most effective way to confront the other party is for the individual to state the tangible effects the conflict has on him or her. For example: "I have a problem. Due to your stand on hiring women as executives, I am unable to apply for the supervisory position that I feel I am qualified to handle." This approach is more effective than saying, "You male chauvinist pig—you're discriminating against me!" In other words, confrontation is not synonymous with verbal attack.

Listening

After the confrontation has been initiated, the confronter must be capable of *hearing the other's point of view*. If the initial statement made by the other person is not what the confronter was hoping to hear, defensive rebuttals, a "hard-line" approach, or explanations often follow. Argument-provoking replies should be avoided. The confronter should not attempt to defend himself.

explain his position, or make demands or threats. Instead, he must be able to engage in the skill termed *reflective* or *active* listening. He should listen and reflect and paraphrase or clarify the other person's stand. When the confronter has interpreted his opposition's position to the satisfaction of the other person, he should again present his own point of view, being careful to avoid value statements and to concentrate on tangible outcomes. Usually, when the confronter listens to the other person, that person lowers his defenses and is, in turn, more ready to hear another point of view. Of course, if both persons are skilled in active listening, the chances of successful negotiation are much enhanced.

Problem-Solving

The final skill necessary to successful negotiation is the use of the problem-solving process to negotiate a consensus decision. The steps in this process are simply stated and easy to apply. (1) Clarifying the problem. What is the tangible issue? Where does each party stand on the issue? (2) Generating and evaluating a number of possible solutions. Often these two aspects should be done separately. First, all possible solutions should be raised in a brainstorming session. Then each proposed solution should be evaluated. (3) Deciding together (not voting) on the best solution. The one solution most acceptable to all parties should be chosen. (4) Planning the implementation of the solution. How will the solution be carried out? When? (5) Finally, planning for an evaluation of the solution after a specified period of time. This last step is essential. The first solution chosen is not always the best or most workable. If the first solution has flaws, the problem-solving process should be begun again at step 1.

Since negotiation is the most effective of all conflict-resolution strategies, the skills necessary to achieve meaningful negotiation are extremely important in facing inevitable conflicts.

Suggested Activity

See also "Conflict Fantasy: A Self-Examination," in the Structured Experiences section of this *Annual*.

Joan A. Stepsis

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Gordon, T. *Parent effectiveness training*. New York.: Peter H. Wyden, Inc., 1971. This book outlines a similar approach to negotiating, emphasizing parent-child conflicts. It also contains several exercises relevant to a number of the skills discussed in this lecturette. The author is indebted to Gordon for his differentiation of "real" vs. "ideological" conflicts.

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Source: The 1974 Annual Handbook for Group Facilitators, University Associates, Joan A. Stepsis

A MODEL OF INTERGROUP PROBLEM SOLVING

Type of Intergroup Relationship	Modal Issues	Problem Sources	Common Dysfunctions	Resulting Dysfunctional Dynamics	Intervention Foci	Common Interventions
Vertical	Openness Morale Risk taking Control	Structure Communication network Decision-making patterns	Closed data flow Imposed decisions Communication from top down	Guessing Resistance Mistrust Feeling of impotence We/they attitude	Influence Opening the data flow Participation	Image exchange (Pfeiffer & Jones, 1974, p. 81) Organizational mirror (Pfeiffer & Jones, 1974, p. 78) Confrontation meeting Minutes exchange Intergroup lab Task forces
Horizontal	Cooperation Competition Experimentation Identity Territory	Accountability system Reward system	Lack of sharing Boundaries Lack of fraternization	Competition (overlearned and reinforced) Withholding data and resources We/they attitude Reinforcing allegiance	Norms Clarification of values and goals Interdependence	Image exchange (Pfeiffer & Jones, 1974, p. 81) Intergroup lab Representatives at meetings Minutes exchange Win what/lose what? Jones & Pfeiffer, 1975, p. 51)

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John E. Jones and Anthony J. Reilly

Dimensions of Effective Problem Solving

1. The convener or chairperson of a problem-solving group performs critically important functions. The convener should--

   1.1 Encourage problem-mindedness by checking to see that everyone understands the problem.

   1.2 Encourage respect for disagreement and turn it into a stimulant for new ideas.

   1.3 Delay criticism by seeking alternative contributions.

   1.4 Be aware of his or her power to dominate the group and try to control it.

   1.5 Encourage shared responsibility of leadership functions.

2. Organizational problems and solutions are multifaceted. A group should analyze a problem by trying to take account of the many psychological levels at which it exists. In other words, you as an organizational leader should help the group look for information at the intrapersonal, interpersonal, and organizational levels as well as in the environment.

   Additionally, a group should try to find people outside itself who have more information about important aspects of the problem than anybody in the group. As a leader, help the group locate informed outsiders and help them integrate the newcomers quickly.

   A group should recognize that a multiply-determined problem requires multiple solutions. As a leader, help the group attack the problem on several fronts. Encourage the group to form ad hoc problem-solving teams as problems arise, and include enough heterogeneity on each team to handle the complexity of the problem.

3. Problem solving is continuous. Leaders should recognize that problems are rarely solved once and for all (due to time constraints, inadequate information input, and environmental change). A solution should be viewed as tentative. Be ready to revise your plans for action.

4. Effective problem solving demands attention to three kinds of questions:

   Where are we now? (The Situation)
   Where do we want to be? (The Target)
   How can we get there? (The Path)

   A Problem Defined: A discrepancy between the situation and the target.

A group cannot move ahead if members disagree about where they are starting or where they wish to end.

As a leader you should encourage the group to reach a tentative working agreement about what constitutes the present situation and the ideal target before they begin to consider some alternative paths to reach the target. Furthermore, these initial working agreements should be frequently checked and revised.

Course 1 - Putting It All Together and Taking It Home

Module S - Simulation--In-school Incident

Background I-D S.4

Background Materials

A Basic Sequence for Problem Solving

This sequence involves seven stages. It is essential throughout these stages to use communication skills effectively and to be explicit about interpersonal processes while the group is doing its task. As leader you should encourage the group to discuss and evaluate its effectiveness from time to time.

STAGE 1 Identifying the Problem

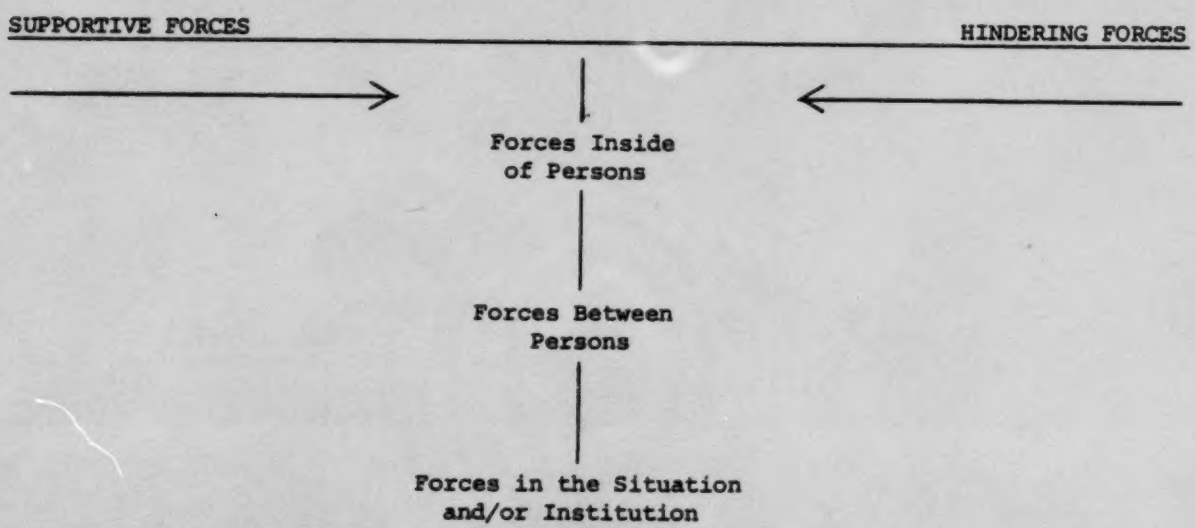
State where you are (the situation) and where you would like to be (the target) precisely and specifically. Check group members' understandings, perceptions, agreements, disagreements, and personal goals thoroughly.

STAGE 2 Analyze the Problem

Diagnose the helps and hinderances. Make a chart as illustrated below to list all the factors (forces) you can think of that will help support your push toward your target (goal) and all the factors (forces) that are blocking or hindering movement toward the target.

PROBLEM STATEMENT:

GOAL STATEMENT:



Suggestions to help you clarify forces as you list them on the chart are--

1. Some forces will be factors inside yourselves and other persons (such as, lack of skill, ambivalence, enthusiasm, or bias about the importance of the goal).

2. Other forces will be generated by relations between people or the style of the group (for example, by norms agains trying anything new, or by consensus about importance).

3. Other forces will come from the characteristics of the larger environment and institutions, such as lack of resources, budget, or supportive policy.

4. Make the best guesses you can, realizing you may not have the data to be sure how strong some of the forces are.

STAGE 3 Generating Solutions

Brainstorming will help remove hindrances and mobilize support.

1. Think of all the ways to remove the hindrances listed.
2. Next, think of all the ways to mobilize the supports listed.

Look at both brainstorm lists. Discuss each list and select from each three or four items you consider priorities for action. Star or circle those items.

STAGE 4 Make a Concrete Plan of Action Implementation Steps

1. List who besides you is needed to work on the priorities selected.
2. How will you recruit these persons? Who will do it When?
3. How do you begin on the action steps? What do you need to do
4. Who will do what to get started
5. Where to start?
6. When will the group report to each other on progress
7. Who will convene the next meeting?

STAGE 5 Anticipate the Barriers

Try to imagine the many things that might get in the way of successfully implementing the plan. Simulate part of the plan and get feedback from others. Revise the plan if necessary.

STAGE 6 Put the Plan Into Action

Take the first step and alter the plan according to how well it works.

STAGE 7 Evaluate the Actions

Evaluate the effects of the group's work together in terms of the problem-solving effort and its interpersonal processes. Determine what is most successful and what should be done differently. Assess the changes that have occurred in the problem. If necessary, return to Stage 1 and start all over again.

Course 1

Putting It All Together and Taking It Home

ACKNOWLEDGEMENTS

Module 1.1 was written by Ms. Tamar Orvell, and the rest of the course was written by Ms. Brenda Bryant with the review and assistance of Ms. Kamer Davis and the NSRN National Center Staff. Additional input was provided by Ms. Terri Hausmann.

Course Overview

Course 2 - Discipline

Purpose

The overall goal for the discipline unit is to enhance the awareness of the participants to a full range of issues and practices surrounding the development and implementation of an effective school discipline program. The unit is designed to meet the pragmatic needs of frontline school members, from teachers and administrators to parents and students, so that they may become equipped both cognitively and experientially with specific facts and tools to solve discipline problems.

Instructional Objectives

1. To develop a perspective that discipline is a problem-solving process and that it is useful to clarify individually what we think it is that makes students behave.

2. To familiarize the disciplinarian with the legal cases and issues that affect the discipline decisionmaking process.

3. To provide illustrations of ways to formulate and articulate effective discipline policies.

4. To provide school members with a variety of methods for better understanding causes of misbehaviors and ways to correct these disturbances.

5. To provide specific examples of in-school programs instituted to deal effectively with problems of misbehavior.

Target Audiences

The discipline unit in general is designed for a heterogeneous audience of members of the school and community. The unit will be of greatest use both to persons who must make discipline decisions and carry them out on a day-to-day basis, especially teachers, vice principals and parents, and to those who are involved in the overall administration of a discipline program.

Course Overview (continued)

Course 2 - Discipline

Activity/Content Summary by Module	Apprx. Time Required
Module 2.1 - Discipline--Who Does It and Why? This initial module introduces the perspective that discipline is a problem-solving process. Through assessing our attitudes toward discipline, we can better clarify our values as to what we believe makes students behave.	1½ hours
Module 2.2 - Discipline and School Law Transparencies, lecture, two vignettes and passout information will introduce participants to the major legal cases and concepts affecting the day-to-day operation of a discipline program.	1 hour
Module 2.3 - Establishing Effective Discipline Policies The backbone of any effective discipline program is clearly articulated policy set forth in codes that inform school members of rights and responsibilities. Participants will review issues that must be attended to when writing policies.	1 hour
Module 2.4 - Establishing Effective Discipline Practices Participants are provided with six models for thinking about how to diagnose and remedy problems caused by misbehaving students.	1½ hours
Module 2.5 - Alternatives to Suspension Suspension and expulsion are frequent options for the seriously disruptive student. This unit explores a variety of alternatives to these traditional sanctions.	45 minutes

Course 2 - Discipline

Module

Audiovisuals

BILL OF RIGHTS IN ACTION: DUE PROCESS OF LAW

Due process is, by its very nature, time consuming. The need to avoid violence and anarchy is often immediate. This is the central issue argued by lawyers in a hearing to reinstate a student who has been summarily suspended after an act of violence during a campus demonstration. Should the student be deprived of due process?

Color Film, 22 minutes, 1971
Rental Fee: $18
Distributor: Correctional Service of Minnesota
1427 Washington Avenue South
Minneapolis, MN 55454
Toll Free #: (800) 328-4737
Minnesota residents call
collect: (612) 339-7227

Not previewed by NSRN staff.

BUS TRIPPING: AS A SECONDARY SCHOOL BUS PASSENGER

Helps to establish orderly, courteous, and safe behavior among teen-age passengers. Explains and demonstrates common-sense rules and reasons for them. Teaches basic conduct and stimulates discussion of safety, courtesy, and vandalism.

Color Film, 9 minutes
Purchase $150
Producer: Aims Instructional Media Services
Distributor: Traffic Safety Education Services
Division of Motor Vehicles
1100 New Bern Avenue
Raleigh, NC 27611

Not previewed by NSRN staff.

DISCIPLINE AND SCHOOL BUS PASSENGER

Presents practical solutions to discipline problems in all age groups. Emphasizes prompt, firm handling of problem behavior from fist fights to vandalism. Deals in a straight forward manner with the major problems which a driver may encounter.

Color Film, 24 minutes
Purchase: $330
Rental Fee: $50
Producer: Lawren Productions
Distributor: Traffic Safety Education Services
Division of Motor Vehicles
1100 New Bern Avenue
Raleigh, NC 27611

Not previewed by NSRN staff.

THE HIGH SCHOOL BUS PASSENGER

Has bus drivers offer pointers on how to ride the bus safely. Contrasts high school passengers to junior high and elementary to demonstrate that the problem for them is forgetting rules rather than not knowing them. Mentions smoking, vandalism, and love.

Color Film, 10 minutes
Purchase: $135
Producer: Professional Arts
Distributor: Traffic Safety Education Services
Division of Motor Vehicles
1110 New Bern Avenue
Raleigh, NC 27611

Not previewed by NSRN staff.

ASSERTIVE DISCIPLINE IN THE CLASSROOM

Lee Canter, author of Assertive Discipline, explains and demonstrates his "take charge" approach to achieving discipline in the classroom. Canter's systematic approach enables teachers to set firm, consistent limits while recognizing students' needs for warmth and positive support. Classroom scenes illustrate this new approach which has resulted in an eighty percent reduction in disruptive behavior in just the first week of use.

Filmstrip
Purchase: $45
Distributor: Media Five Film Distributors
3211 Cahuenga Blvd. West
Hollywood, CA 90068
Telephone (213) 851-5166

Not previewed by NSRN staff.

MULTIMEDIA MATERIALS ON DISCIPLINE FROM THE NATIONAL EDUCATION ASSOCIATION

The intent of this product is to encourage understanding and attitude change, as well as provide information and increase skills. The material deals with the subject of discipline.

Describer critique: This is an inexpensive product that covers many areas on the issue of discipline. The technical overall quality is very good. The tapes and filmstrips move at a good pace and are good stimulators of discussion--the written questions with them are very helpful for the group leader to use. The resource material is good, but if the group is large it might be wise to order more copies. Some of the material is outdated.

Intended for students, administrators, and the general public interested in problems of classroom discipline. All grade levels.

Multimedia
Purchase: $75.03
Distributor: National Education Association
Order Department
The Academic Building
Saw Mill Road
West Haven, CT 06516

Not previewed by NSRN staff.

Course 2 - Discipline

Module 2.1 - Discipline: Who Does It and Why?

Module Synopsis

Purpose

Discipline can be looked at as a problem-solving process that is strongly affected by personal values and beliefs regarding what makes kids behave. The purpose of this module is twofold: First, to help disciplinarians look at their values and how they affect their professional roles and, secondly, to review three major objectives/goals for disciplining students.

Objectives

Participants will be able to--

1. Assess, via a numerical score on the "Survey of Attitudes Toward Youth," to what degree they believe it is useful to use permissive/punitive discipline strategies.
2. State three major objectives for disciplining students.
3. List two discipline techniques and adapt each so that it meets the three objectives of discipline.
4. State why punitive discipline strategies, when used alone, are often less effective than others.

Target Audiences/Breakouts

This is a core module targeted at the preoperational and operational levels. It is, therefore, appropriate for a broad mix of participants.

Module Synopsis (continued)

Course 2 - Discipline

Module 2.1 - Discipline: Who Does It and Why?

Media/Equipment

Overhead projector
Screen
Flip chart
Magic marker
Pens/pencils

Materials

Transparencies

2.1.1	Problem/Solution
2.1.2	Value System Determines Approach
2.1.3	Reasons for Discipline: 1. Retribution
2.1.4	Reasons for Discipline: 2. Deterrence
2.1.5	Reasons for Discipline: 3. Education
2.1.6	Reasons for Discipline Along Four Continua
2.1.7	The Art of Disciplining

Handouts

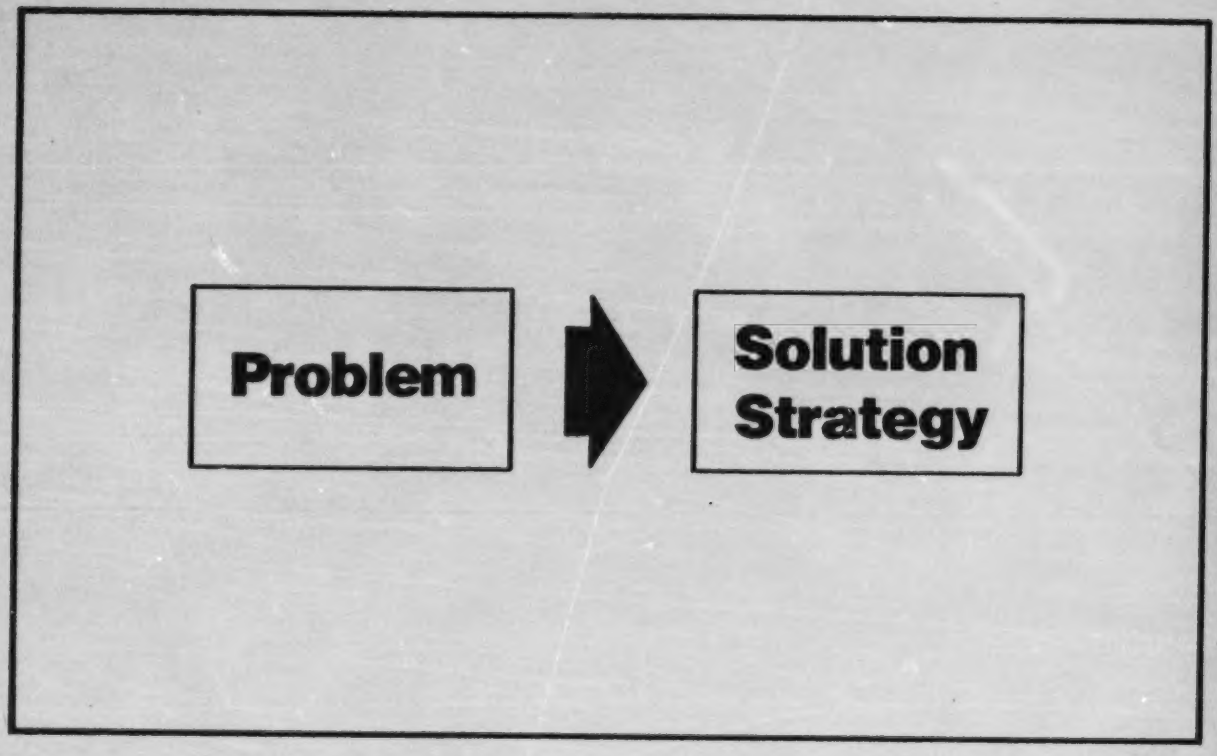
2.1.1	"Survey of Attitudes Toward Youth"

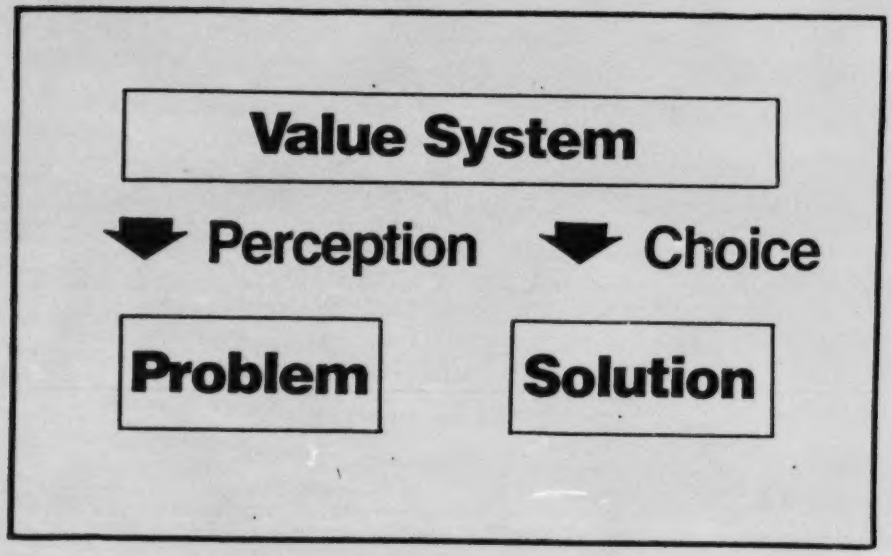
Facilitators Worksheet

2.1.1	How to Compute Range and Mean

Trainer Background Material

R.2.1.1	NSRN T/A Bulletin: Alternative to Suspension Programs


Problem
Solution
Strategy


Value System
Perception
Choice
Problem
Solution

Reasons for Discipline:

1. Retribution

- Penance — student should be made to pay.
- Revenge — offender should suffer.
- Punishment is pain the misbehavior deserves.
- Expresses authorities' disapproval.

Reasons for Discipline:

2. *Deterrence*

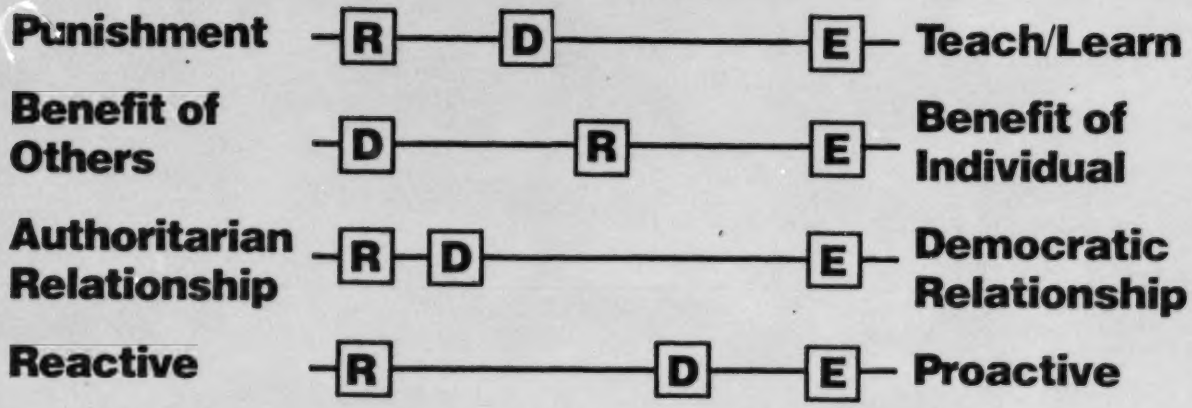
- Deals with offender as to serve notice on potential offenders.
- Penalty selected to deter others.
- Specific penalty prescribed for specific crime.

Reasons for Discipline

3. Education/Rehabilitation

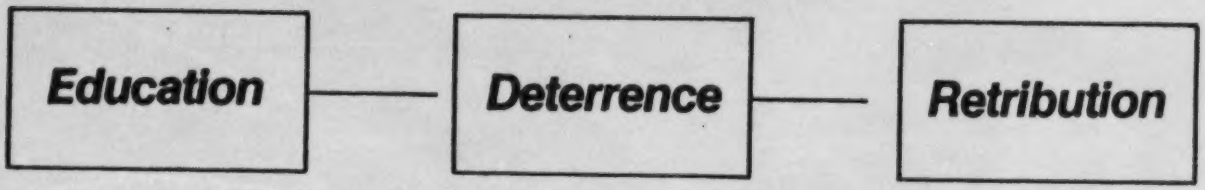
- Offender learns to replace maladaptive behaviors with adaptive ones.
- Individualization of penalties.

Reasons for Discipline Along Four Continua



R = Retribution
D = Deterrence
E = Education

The Art of Disciplining



- What Proportions?
- How Balanced?
- What Practical Result Do We Want?

Course Agenda by Module

Course 2 - Discipline

Module 2.1 - Discipline: Who Does It and Why?

Total Time 1 hour and 20 minutes

Module Summary

This module asks participants to look at discipline as a problem-solving process that is strongly affected by personal values and beliefs regarding what makes students behave. Participants will have an opportunity to clarify their values, and learn how these values impact their role as disciplinarians through a review of three major goals for disciplining students.

Activity/Content Summary	Time
1. Introduction	10-15 min.
A. Introductory Comments An explanation for conceptualizing discipline as a problem-solving process directly affected by personal values is presented.	
B. Participants' Examples of Their Discipline Problems Participants share real discipline problems from their schools and ideas are given as to what causes students to misbehave.	
C. Purpose Statement A rationale is presented of the importance for disciplinarians to know what their values are regarding correcting students' misbehaviors and how these values affect their professional role.	
2. Survey of Attitudes Toward Youth Participants are asked to complete a survey designed to clarify their values on discipline or participate in a group process based on the survey.	10 min.
3. Three Reasons for Discipline	15 min.
A. Introduction The importance of knowing our values regarding what makes students behave is stressed.	

Activity/Content Summary	Time

B. Three Purposes of Discipline

Values regarding discipline typically fall into three categories: retribution, deterrence, and education.

C. Retribution

Some disciplinarians believe offenders should be made to serve penance for their misbehavior.

D. Deterrence

Often a particular discipline strategy is chosen to deter other potential offenders.

E. Education-Rehabilitation

Some people believe the students have a right to learn from their mistakes and be given a chance to learn more acceptable behaviors.

F. Education v. Retributive and Deterrent Goals

Differences between the three reasons are highlighted.

G. The Art of Discipline

A formula is provided for an integrative approach to discipline.

H. A Multi-purpose Approach to Discipline

The consequences of punishment when used alone as a discipline strategy are reviewed.

4. Implementing Educational, Multi-purpose Discipline Strategies — 15 min.

A. Statement of Task

Participants will look at illustrations of discipline strategies and learn how these strategies can be adapted to meet the three purposes of discipline.

B. A Problem-Solution Example

COPE--An alternative to suspension program.

C. Other Illustrations

Discipline codes and work assignments as discipline strategies are reviewed.

D. Summary

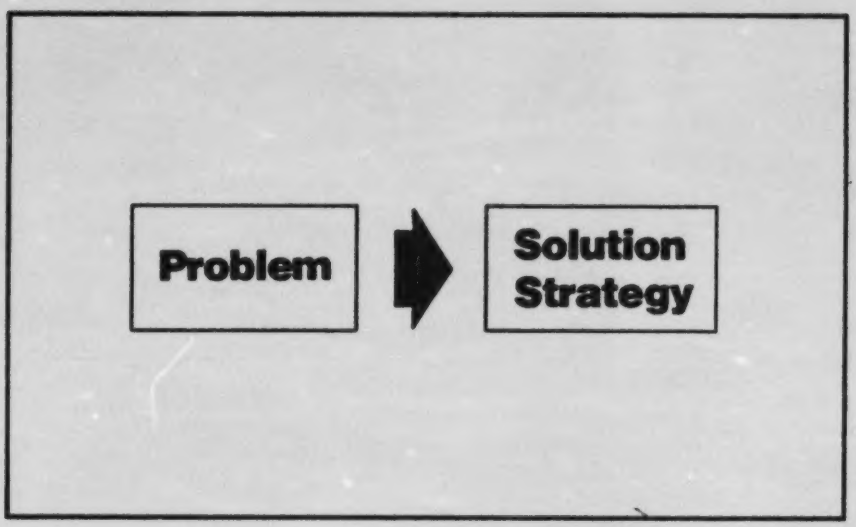
Activity/Content Summary	Time
5. Optional Session A. Small Group Activity Participants design strategies to deal with the discipline problems listed at the beginning of the session. B. Reporting Out Solutions are shared with the whole group.	15 min.
6. Optional Sharing of Results of Surveys of Attitudes Toward Youth Participants compare their personal scores privately with the group scores, and trainer interprets the survey results.	10 min.

Course 2 - Discipline

Module 2.1 - Discipline: Who Does It and Why?

Detailed Walk-Through

Materials/Equipment	Sequence/Activity Description
Transparency 2.1.1 Flip chart Pen	1. Trainer Introduction (10-15 min.) A. Introductory Comments o Trainer explains that one of the most practical and useful ways to think about discipline is to look at it as a problem-solving process. Show Transparency 2.1.1



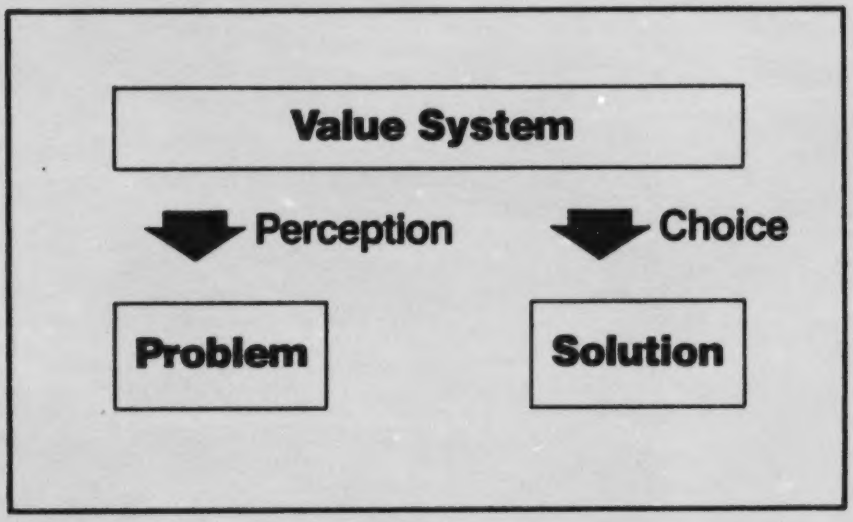
Trainer notes problems on flip chart	B. Participants Examples of Their Discipline Problems o Trainer solicits from participants several examples of discipline problems in their schools; e.g., students fighting, smoking, stealing. (NOTE: Trainer lists these problems on the flip chart. Encourage participants to give real problems they've actually dealt with. After lecture, participants will be asked to suggest strategies to deal with one of these problems.)

Materials/ Equipment	Sequence/Activity Description

- Trainer states that the solutions/strategies we choose to solve these problems depends upon our personal values and what we think it is that makes students behave. Sometimes these values are private and we aren't aware of them, but we all have values and they do influence our choices.

Transparency 2.1.2

Show Transparency 2.1.2



- Trainer provides examples of some of the ideas people have about what causes students to behave properly and asks participants to add to them.

(NOTE: Trainer lists examples of personal values on flip charts as illustrated).

Trainer notes values on flip chart

Values/Beliefs Governing Behavior

"Spare the rod and ...."
"People have a right to learn from their mistakes."
"Punishment builds moral character."
"He should be made to pay for what he did."
"She needs to learn more socially acceptable behaviors."

C. Purpose Statement

Trainer states the purpose of this module is three-fold:

- To get to know ourselves better as disciplinarians and recognize how we act upon our values in this professional role

Materials/ Equipment	Sequence/Activity Description

- To look at three purposes of discipline--or what it is we hope to accomplish when we discipline kids. Do we want to make kids pay for their mistakes? Discourage others from making the same mistakes? Teach kids more socially acceptable behaviors? Teach the consequences of behavior?

- To provide a basis from which to approach policy development, behavior management, and seriously disruptive behavior--topics to be covered in later modules.

Handout 2.1.1

Pencils

2. Participant-Trainer Activity: Survey of Attitudes Toward Youth (10 min.)

A. Trainer States Directions

Trainer will pass to each participant Handout 2.1.1, "Survey of Attitudes Toward Youth" which includes a self-explanatory score sheet and pencils. (This survey was developed for NSRN by the National Center for the Study of Corporal Punishment and the Alternatives).

Trainer introduces this activity by saying:

- First, let's complete the Survey of Attitudes Toward Youth. This survey will enable you to (privately) clarify your values on discipline and get to know yourself better in your role as a disciplinarian.

- Participants should answer the questions on the survey itself, then complete the self-scoring key.

(NOTE: Caution participants to put their names on the self-scoring key so that scores can be averaged for the group and their sheets returned.)

Facilitators Worksheet 2.1.1

B. Collect Survey and Tally Group Scores

After about ten minutes trainer will direct participants to pass in their self-scoring key and the survey questions. Facilitator will use self-scored keys to compute the range of scores and mean for the group. The actual surveys will be kept and forwarded to the NSRN National Center. Self-scored keys will be returned to participants later in this session.

3. Minilecture Using Transparencies: Three Reasons for Discipline (15 min.)

A. Introduction to Minilecture

- Trainer states - "You have just completed the 'Survey of Attitudes Toward Youth.' We will interpret your score with you later in this session."

Materials/ Equipment	Sequence/Activity Description

- "For now, we would like to get you to analyze your values regarding what makes kids behave."
- "As we noted earlier, people have many beliefs and values about causes of misbehavior and how to correct them. But often, we fail to articulate them or are not even conscious of these values."

B. The Three Purposes of Discipline

- Trainer states - "There are probably more values and aims given to justify why we discipline kids than there are people on earth. We all have many goals and many points of view."
- "To keep things a little more simple, let's look at three categories these beliefs may loosely fall into. We will call these categories - REASONS TO DISCIPLINE."

C. Retribution

Transparency 2.1.3

Show Transparency 2.1.3 - Retribution

Reasons for Discipline:

1. Retribution

- **Penance—student should be made to pay.**
- **Revenge—offender should suffer.**
- **Punishment is pain the misbehavior deserves.**
- **Expresses authorities' disapproval.**

Trainer makes the following points:

- One reason for discipline can be called Retribution.
- This justification for discipline has its roots in the earliest codes developed - "an eye for an eye."

Materials/ Equipment	Sequence/Activity Description
	o To accomplish retribution, disciplinarians chose strategies that would punish the offender and make him/her do penance. o Punitive techniques have often been used to accomplish retribution both for revenge and to encourage penitence. o In society, imprisonment, capital punishment, and heavy fines are used to "get even" with law breakers. o In schools, corporal punishment and suspensions are frequently used to "make the student pay."
	D. Deterrence
Transparency 2.1.4	Show Transparency 2.1.4 - Deterrence

Reasons for Discipline:

2. Deterrence

- **Deals with offender as to serve notice on potential offenders.**
- **Penalty selected to deter others.**
- **Specific penalty prescribed for specific crime.**

o A second reason for choosing a particular discipline strategy is DETERRENCE.

o People are often disciplined in punitive and/or public ways so as to discourage others from behaving similarily.

o Historically, this is why punishment took place in the town square. Today the media keep us mindful of the consequences for misbehaving.

o It is very important to note that the concept of punishment for misbehavior has roots in both the retributive and deterrent strategies.

Materials/ Equipment	Sequence/Activity Description
	E. Education/Rehabilitation
	o More recently, a third reason for disciplining has been conceptualized - TO EDUCATE.
Transparency 2.1.5	Show Transparency 2.1.5 - Education

Reasons for Discipline

3. Education/Rehabilitation

- **Offender learns to replace maladaptive behaviors with adaptive ones.**
- **Individualization of penalties.**

o Educational discipline requires individual work with the student.

o Essentially, what happens is that the student learns to meet his/her needs with behaviors that are more socially acceptable.

o Educational discipline means that:

- While students are responsible for their behaviors,
- They can make mistakes, and
- Have a right to learn from these mistakes.

o Strategies chosen to accomplish the educational aim simply provide this chance - TO LEARN.

Materials/ Equipment	Sequence/Activity Description

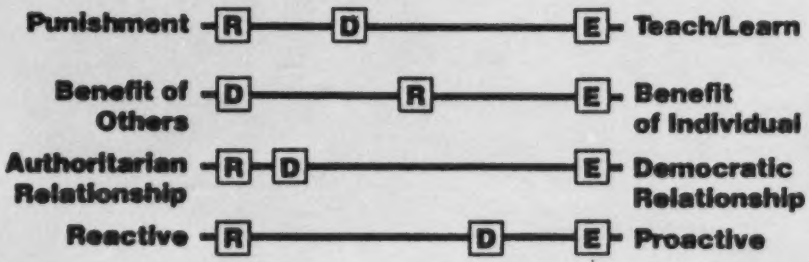
F. Educative V. Retributive and Deterrent Goals

- There are some important differences between the educational reasons for discipline and retributive or deterrent ones.

Transparency 2.1.6

Show Transparency 2.1.6

Reasons for Discipline Along Four Continua



R = Retribution
D = Deterrence
E = Education

- The most important difference is that educational discipline techniques are rarely punitive. If a more serious or strict approach is required, this strategy may incorporate loss of privileges or inconvenience rather than punishment per se.

- Note other points on Transparency.

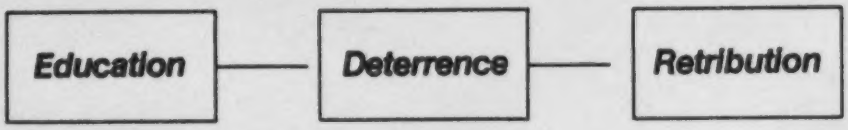
Materials/ Equipment	Sequence/Activity Description

G. The Art of Discipline

Transparency 2.1.7

Show Transparency 2.1.7

The Art of Disciplining



- What Proportions?
- How Balanced?
- What Practical Result Do We Want?

Trainer notes areas of comparison on the transparency, then makes the following points:

- o We have reviewed these three reasons for discipline because, historically, they have emerged as sound reasons/ purposes for disciplining students.
- o We do want students to realize when they've done something wrong that:
  - There are consequences attached to breaking rules and these consequences are not always pleasant,
  - The discipline process should discourage the offender and others from committing similar violations,
  - They can develop more acceptable behaviors.
- o But our goal, and the purpose of this module, is to develop discipline strategies that:

Materials/ Equipment	Sequence/Activity Description

- Do accomplish all or most of these purposes, yet
- Do not result in physical or educational disadvantage to the student.

H. A Multi-purpose Approach to Discipline

Trainer notes that we are supporting an educational and multi-purpose approach to discipline for several reasons:

- o Much behavioral research shows that punitive techniques when used alone may stop immediate disruptive behavior. But often when punishment is used alone the behavior problem reoccurs. Behavior modification research, for example, reveals that punitive treatment elicits aggressive behavior.
- o Some of the retributive responses to discipline problems such as corporal punishment have raised much controversy among educators. Some states (i.e., Massachusetts) and school districts (Washington, DC) have ruled against its use.
- o Such traditional deterrents as suspension/expulsion also have raised questions. Some juvenile court judges report that students who are removed from school due to suspension or expulsion for extended periods often get into trouble (e.g., vandalism) while they are not in school.

(Group should be given a 5 minute break before starting Section 4.)

4. Minilecture and Discussion: Implementing Educational, Multi-purpose Discipline Strategies (15 min.)

A. Statement of Task

- o Now we will look at some contemporary discipline strategies that schools are using.
- o We will deal with mild to severe sanctions.
- o Any given technique will typically stress one of the three reasons for discipline, yet with certain modifications, can be adapted to meet all three reasons for discipline.

Flip chart

(NOTE: Trainer should highlight the following on a flip chart).

Materials/ Equipment	Sequence/Activity Description

B. A Problem-Solution Example

(Trainer should prepare for this lecture by reading Trainer Background Material #2.1.2--Illustrations of Alternative to Suspension Programs.)

The procedures are as follows:

(1) Trainer explains:

- The Problem: The seriously disruptive student, one who fights with other students, or causes costly property damage.

- A Solution: An In-School Suspension Program, such as the COPE Program in Wexford, Pennsylvania. Serious offenders are placed in a special program for up to ten days. The program includes teaching students consequences for unacceptable behavior, regular school work, counseling, and remedial academic work. Located in one classroom with study carrels.

(2) Using flip chart, ask participants to suggest ways this or other in-school suspension responds to the three reasons for discipline. Example:

RETRIBUTION: Student pays for his/her mistake. In COPE and similar programs students are not happy to be removed from their peers, isolated, and not allowed to attend extracurricular activities. With the use of study carrels or time-out rooms, students are further separated from the rewards of social interaction with their peers.

DETERRENCE: Students tend to view being placed in an "alternative to suspension program" as the step just before separation from school. With the accompanying isolation and loss of privileges, most students wish to avoid this option.

EDUCATION: In-school alternative programs require the student to continue current academic responsibilities. New ways of meeting needs are taught, along with the natural consequences for breaking rules. Counseling is offered to get at the root of the problem.

C. Other Illustrations

o Trainer may wish to draw upon the following examples to illustrate other ways a discipline strategy can be designed to meet the three reasons/purposes in non-punitive fashions. Participants may wish to suggest modifications in

the exemplary approaches so they accomplish all three reasons/purposes.

- Discipline Codes

  Education: An Oakland, California high school has an "Open Road" program in which student leaders are identified, and then analyze the critical behavior problems in the school and make recommendations on rules and sanctions.

  Retribution: A principal in a high school in Baltimore had a straightforward approach to discipline. Rules were written clearly, made very visible to the students, and enforced swiftly. Students knew what would happen if they broke the rules. Often it was detention or a work assignment after school. The principal forced a positive response to this policy of consistently applied retribution.

  Deterrence: In an effort to deter problems before they start, Chicago City Schools publish clear and concise rules, making sure copies reach students and parents at the opening of school and that rules are posted in popular places throughout the building. All rules are linked with consequences.

- Work Assignments

  Education: In Dade County, Florida, one principal assigns students a job or task as a result of misbehavior, and makes sure the work has a logical relation to the violation. Kids caught fighting work in hospitals around injured people. Students caught smoking view America Cancer Society materials and write articles for the school newspaper.

  Deterrence: The work assignment can be done publically (e.g., students who steal books work in library) so others see consequences.

  Retribution: In Montgomery County, Maryland, students caught vandalizing school property work a certain number of hours after school and on weekends to repair the damage.

D. Summary

- o There are a number of reasons and techniques for disciplining students.

Materials/ Equipment	Sequence/Activity Description
	o Our challenge as disciplinarians is to develop strategies that are multi-purposeful for the student and non-punitive. o The art of disciplining includes having a variety of ways of thinking about discipline problems.
Flip chart & page listing behavior problems from first part of session	5. Breakout Session (15 min.) A. Small Group Activity Trainer asks participants to break into small groups of about five people each. The procedures are as follows: (1) Assign participants in each group to one of the same behavior problems listed by participants on flip chart at beginning of session. (2) Instruct each group to consider one or two discipline strategies to solve this problem. Strategy should attempt to address the three goals of discipline--deterrence, retribution, and education. B. Reporting Out Trainer reconvenes group after eight minutes and asks one member of each group to briefly report the selected strategy and how that strategy addresses the three purposes for discipline.
Flip chart	6. Results of Survey of Attitudes Toward Youth (10 min.) A. Participants Look at Scores: Trainer explains that having looked at a variety of values and beliefs people hold regarding discipline, let's go back to the results of the "Survey of Attitudes Toward Youth" taken earlier in the session. B. Group Scores: Trainer displays on the flip chart the group scores from the "Survey of Attitudes Toward Youth" (i.e., range of scores, and mean). "SURVEY OF ATTITUDES TOWARD YOUTH" Scores for Group Range _____ to _____ Mean _____

Materials/ Equipment	Sequence/Activity Description

C. Interpretation of Scores: Trainer should make the following points:

- This survey reveals a range of attitudes toward youth. The scores can range from a low of 32 to a high of 160.
- This instrument is still in a developmental stage and the interpretation and implications of its results should be considered with caution.
- This survey can help you compare your attitudes with other participants in this room.
- Words used to describe scores and the attitudes measured by the scale are inexact.
- We will use the word "permissive" or "laissez-faire" to describe attitudes at the low end of the continuum and the word "punitive" or "authoritarian" to describe the upper end of the scale.
- Simply put--the scale suggests that you have "more of" or "less of" a given attitude toward what makes students behave than do your peers.
- Let's look at the scores for this group. The range is ____ to ____. The group mean is ____.
- In a very general sense, if you scored above the mean toward the upper end of the continuum, you are more like people who believe that students can respond well to punitive and retributive approaches to behavior problems. If you scored below this group's mean toward the lower end of the continum, you are more like people who use a "hands-off" strategy with students and who believe students can manage their problems without a lot of intervention from adults.
- In conclusion, we do not wish to emphasize scores on this survey. These scores are relative and described only in inexact, general terms. We have tried, however, in this module to ask you to recognize and start thinking about your values. Because it is these attitudes that bear upon your role as a disciplinarian.

SURVEY OF ATTITUDES TOWARD YOUTH

DIRECTIONS:

The following statements represent commonly held attitudes. You will probably agree with some and disagree with others. We are interested in your opinions.

Please read each statement carefully. Then please indicate your agreement or disagreement by circling the appropriate letter according to the following code:

1-Strongly Disagree 2-Mildly Disagree 3-Neither Agree Nor Disagree 4-Mildly Agree 5-Strongly Agree

1.	A child should be restricted only when infringing upon the rights of others.	1 2 3 4 5
2.	Human nature being what it is, there will always be war and violent conflict.	1 2 3 4 5
3.	When a child thinks an adult is wrong he should say so.	1 2 3 4 5
4.	Children are not being allowed enough freedom today.	1 2 3 4 5
5.	Within the limits of justice and safety, a young child in his play should be free from adult interference.	1 2 3 4 5
6.	Loyalty on the part of children to their parents is something that the parents should earn.	1 2 3 4 5
7.	A child should be satisfied with what his parents can provide for him.	1 2 3 4 5
8.	In general, people can't be trusted.	1 2 3 4 5
9.	Most children soon learn that their parents were mistaken in many of their ideas.	1 2 3 4 5
10.	Scaring a child, now and then, by a promise of a whipping doesn't hurt the child in any way.	1 2 3 4 5
11.	Children are the constitutional equivalents of adults, and thus should be accorded the same rights.	1 2 3 4 5
12.	A child should never be taught to be afraid of adults.	1 2 3 4 5
13.	Training in obedience to the authority of teachers hinders the development of self-reliance in young people.	1 2 3 4 5
14.	People who are poor have only themselves to blame.	1 2 3 4 5

1-Strongly Disagree 2-Mildly Disagree 3-Neither Agree Nor Disagree 4-Mildly Agree 5-Strongly Agree

15.	There is no reason why a mother can't be happy and make her child happy too.	1 2 3 4 5
16.	Since teachers act "in loco parents" (in place of parents), they should be permitted to physically punish a child.	1 2 3 4 5
17.	A child should learn that he has to be disappointed sometimes.	1 2 3 4 5
18.	Loyalty to parents is an over-emphasized virtue.	1 2 3 4 5
19.	You can't change human nature.	1 2 3 4 5
20.	A deserved spanking never hurt anyone.	1 2 3 4 5
21.	Children don't "owe" their mothers anything.	1 2 3 4 5
22.	Children in school have to earn their rights.	1 2 3 4 5
23.	If a child acts mean he needs understanding rather than punishment.	1 2 3 4 5
24.	True democracy cannot work in the classroom because children do not really understand its meaning.	1 2 3 4 5
25.	If you spare the rod you will spoil the child.	1 2 3 4 5
26.	You can't make a child behave by cracking down on him.	1 2 3 4 5
27.	A child's thoughts and ideas are his own business.	1 2 3 4 5
28.	A teacher should always be objective in dealing with children.	1 2 3 4 5
29.	Children should have an opportunity to evaluate the educational materials they will be using.	1 2 3 4 5
30.	Children should be grateful to their parents.	1 2 3 4 5
31.	A good smack is the only thing some children understand.	1 2 3 4 5
32.	Failure is good for all children at one time or another.	1 2 3 4 5

NAME

Survey of Attitudes Toward Youth

National Center for the Study of Corporal Punishment and Alternatives in the Schools

Scoring Key:

STEP 1

Enter the number circled for the questions below:

2. _____	14. _____	20. _____	30. _____
7. _____	16. _____	22. _____	31. _____
8. _____	17. _____	24. _____	32. _____
10. _____	19. _____	25. _____	

Add the above scores and enter the total here _____

STEP 2

The following items are to be reversed according to the chart:

1 will become 5
2 will become 4
3 remains the same
4 will become 2
5 will become 1

Enter Reversed Score below:

1. _____	9. _____	15. _____	26. _____
3. _____	11. _____	18. _____	27. _____
4. _____	12. _____	21. _____	28. _____
5. _____	13. _____	23. _____	29. _____
6. _____			

Add the above scores and enter here _____

STEP 3

Add the two subtotals for your score _____

FACILITATORS
WORKSHEET
2.1.1

Computing the RANGE and MEAN of a Series of Scores

Computing the Range

Facilitator reports the highest and the lowest scores.

Computing the Mean

Add all of the scores and divide the total of all the scores by the number of scores.

For example: 20 people take a test. There are a possible 50 points to be earned on the test. The lowest scoring person has 12 points; the highest scoring person earned 49 points. All other scores fell in between these two scores and the total of all 20 scores summed is 850.

RANGE OF SCORES = 12 to 49

MEAN or Average Score = $\frac{850}{20}$ Total of all scores / Total participants

= 42.5

Interpretation of the Mean

The mean tells you how the "average" or "typical" person scored on the survey. If a score is above the mean, this suggests the respondent has "more" of the trait being measured when compared to the average respondent. The opposite is true for respondents scoring below the mean.

National School Resource Network

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National Center • 5530 Wisconsin Avenue, N.W., Washington DC • (301) 654-2550 • Toll Free (800) 638-8090
Eastern Regional Center • 55 Bay State Road, Boston, MA 02215 • (617) 353-4554
Southern Regional Center • 58 6th Street N.E., Atlanta, GA 30308 • (404) 872-0296
Midwestern Regional Center • 3 North Michigan Avenue, Suite 706, Chicago, IL 60602 • (312) 782-5787
Western Regional Center • 3 Professional Center Parkway, San Rafael, CA 94903 • (415) 472-1227

R.2.1.1

Technical Assistance Bulletin

Computerized Discipline Reporting System

Summary

This bulletin describes the discipline reporting system used in the Alexandria, Virginia school system. The total program includes: (1) discipline codes for students, (2) standardized forms for reporting misbehaviors, and (3) use of a computer for tallying monthly reports on misbehaviors. Computerized printouts of data on misbehaviors in all schools are compiled each month and forwarded to administrators. A comprehensive overview of discipline problems and patterns can then be made.

The Problem

Maintaining discipline in the classroom and attaining an environment conducive to learning is a major issue for most schools throughout the country. One of the problems facing administrators and teachers in dealing with the issue of discipline is finding an efficient way of reporting incidents and accumulating comprehensive data about student misbehaviors so that preventive measures can be taken. Another problem is in communicating clearly to students what the regulations for discipline are--and what constitutes infractions of the rules.

The Solution

The Alexandria, Virginia school system has established clear policies for dealing with disciplinary problems and a system for reporting incidents in its three schools--one high school (2,500 students) and two junior high schools (1,400 and 1,200 students). All of the 5,100 students are issued copies of the discipline policies each year and review them with their teachers. Standardized reporting forms are used in all schools for reporting disciplinary disturbances to administrators. A computer compiles data on misbehaviors and supplies monthly printouts. These printouts have proved to be an extremely valuable tool in providing administrators with comprehensive data on the status of discipline problems.

Guidelines for Discipline

In 1971 concerned faculty and school board members met to discuss the growing problem of discipline in the city schools. Like other teachers and administrators across the country, they were experiencing greater problems with classroom discipline, and it was becoming more and more difficult to give full attention to teaching.

The first step in lessening discipline problems was to establish a student code of behavior. Guidelines for Discipline were developed which clearly outlined policies for discipline, disciplinary action, and student behavior. These guidelines were published and have been updated and expanded each year by committees of students, parents, faculty, and administrators. Copies of Guidelines for Discipline are sent to each student before the beginning of the school year. Extra copies of the brochure are kept at each school for incoming students, and teachers review the guidelines with students at the beginning of each school year.

Prepared under Grant #79JS-AX-0049 from the Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, U.S. Department of Justice. Points of view or opinions in this document are those of the NSRN and do not necessarily represent the official position or policies of the U.S. Department of Justice.

The guidelines define breaches of discipline (such as, use of tobacco, drugs, or alcohol; academic dishonesty; carrying weapons or explosives to schools) and suggest disciplinary actions (such as denial of privileges, in-school suspension, suspension, expulsion) that might be instituted by particular schools. Other sections of the guidelines contain procedures for disciplinary actions, appeals before the school board, and student complaints as well as a bus ordinance, State and Federal laws, city ordinances, and a student bill of rights. A new student athletic policy is included in the 1979-80 student guidelines. City schools have implemented a weekly eligibility program for athletes participating on sports teams. To qualify to play, the student must present a card signed by all teachers each week verifying the student has attended classes and worked satisfactorily. Other rules concerning athletic policy are also detailed.

The System for Reporting Incidents

Each year the Alexandria assistant superintendent of pupil services meets with teachers in four sessions and reviews the rules for behavior set forth in the guidelines. The Alexandria school system's reporting system for discipline problems is introduced, and teachers are encouraged to make reporting a part of their daily job. School principals are also asked to enforce discipline rules consistently and to comply with the system.

The process developed by the school system for reporting discipline problems is as follows:

1. A misbehavior occurs. Incidents range from minor to serious--misconduct in the classroom, fighting, vandalism, use of drugs.

2. The teacher deals with the incident and completes a preprinted Student Referral Card. (See Attachment A for a copy of this form.) The teacher fills in the student's name, address, and phone number and checks the kind of misbehavior (12 are listed), action taken previously by the teacher, and action previously taken by the principal. The form is forwarded to the principal.

3. The principal completes a Discipline Report Form on the student incorporating information from the Student Referral Card and additional information about the student and the incident. (See Attachment B for a sample of this form.) The student's age, sex, race, record of attendance, grade level, and instructional level in reading and math are categorized. In addition, specific information about the incident is included: against whom the offense was committed (teacher, student, etc.), where the offense took place (hall, classroom, etc.), witnesses to the offense, and the category of offense (major or minor). Major incidents include possession of alcohol, drugs, or weapons; minor incidents include fighting and disrupting class. The disciplinary action to be taken and referrals to other agencies (learning center, counselor) are recorded.

4. The Discipline Report Form is sent to the computer center and copies are forwarded to the office of the assistant superintendent of pupil services and the assistant superintendent of elementary and secondary education. The data from the Discipline Report Form is coded on printouts. Students are identified only by number. The age, sex, grade, offense, and all other information from the Discipline Report Form are included, but are coded and categorized for easy reference.

5. Followup is planned. After the data are assembled, the teacher and/or principal decide if a letter describing the incident should go to the parents. Letters are always sent if a suspension, expulsion, or detention is suggested. A copy of the letter which generally summarizes the details of the misconduct, action taken, and recommendations for the parents, is filed with the assistant superintendent for pupil services.

6. Computerized monthly printouts of all behavior disturbances are forwarded to the assistant superintendent for pupil services and the assistant superintendent of elementary and secondary education. In addition, each principal receives a monthly tally of disturbances in his or her particular school. Data is also presented to school board officials or security personnel by the assistant superintendents when pertinent.

The Computer System

The data contained in the monthly printouts furnish pertinent information about discipline problems in an organized format and provide administrators at the superintendent level with a comprehensive overview of student misbehaviors in all three schools. Because the data provide an accurate record of misbehaviors, problem areas (in the school), problem students (those who have repeatedly been sent for disciplinary action), and problems that keep recurring (possession of drugs or alcohol) can be targeted and preventive measures can be instituted.

As a result of the data on misbehaviors, monitoring plans have been established. Principals are required to present monitoring plans to the office of the assistant superintendent each year which include teacher assignments between class hours, during lunch hours, and before and after school as well as administrative assignments during the day and bus duty assignments. The monitoring plans are revised when data indicate problem areas. For example, several years ago, students complained that the restrooms were unsafe. Data from the reporting system verified that the bathrooms were high incident areas, and a full-time monitor was assigned to restrooms. Since then, the number of incidents has been greatly reduced.

The data have also been helpful in planning workshops and other special programs to meet specific needs. For example, several years ago a review of data showed that many students who had discipline problems also were deficient in reading and writing. Special instructional reading programs were established for such students. Reading and math levels are specified on the Discipline Report Forms for exactly this reason: it is important to know if those students causing trouble are also in trouble academically so that referrals can be made and special classes or workshops can be recommended. Additionally, if parents are notified of their child's discipline problems, academic problems can be mentioned.

The uniformity of reporting discipline incidents has helped in establishing set sanctions in all schools. Several years ago, discipline actions varied for misbehaviors. One student caught with drugs was expelled, another was reprimanded. Now punishments are uniform. For example, a student caught with drugs is automatically suspended for 5 days and sent to the superintendent who hears the case. The student's parents are contacted and must meet with administrators before the student is allowed back in school. The second time the student is found possessing drugs, he or she is expelled and must appear before the Board of Education before being reinstated in the school. This procedure is the same in all schools.

The data are also useful in tracking a particular student's records. For example, if the superintendent, who is responsible for all printouts, notes that a student number turns up frequently on printouts and the student has been involved in disturbances several times, the superintendent can inquire further about the student and suggest alternative programs the student might participate in or make referrals to the student or the student's parents. Students may be referred for counseling, medical attention, or special classes.

As already noted, students are identified by number on the monthly printouts. Names are not used. The superintendent can find the student's identity only by contacting the individual school principal. Because the printouts are considered confidential material, school principals receive only the monthly printouts of their individual school's records, and school board members are presented with data from the printouts only when pertinent. Printouts are not for general perusal and can be used only by those designated.

Other Programs Affecting Discipline

In conjunction with the guidelines and the data collection on discipline, several other programs have been initiated in the Alexandria school system aimed at lessening discipline problems and motivating students. These include--

- Alternative education programs--Secondary students with behavior problems are isolated from their classmates in special classes and work at their own pace on material.

- Monitoring plan--Principals provide the administration with a monitoring plan noting exactly where and when monitors will be used in the learning environment.

- Consistent rulings--School administrators are encouraged to enforce the discipline code consistently in all schools.

- Parental involvement--Parents are involved as much as possible in the resolution of behavior problems and are notified when misbehaviors occur.

- Open door policy--Visitors are allowed to visit at any time with the permission of the school principal.

- Youth forums--Forums of students, administrators, police officials, and city recreation personnel meet to discuss problems.

- Office of pupil services--The office works closely with city agencies to provide services for students. Agencies include Alexandria Community Mental Health Center--Drug Storefront and Youth Referral Center; Alexandria Health Department, Division of Alcoholism Services; Second Genesis, Inc.; Big Brothers; and Urban League of Northern Virginia.

Results

The Guidelines for Discipline which clearly delineate the boundaries of acceptable and unacceptable behavior have served to establish the rules not only for the students but for teachers and administrators as well. Several years ago the guidelines held up in court when a student challenged a particular disciplinary action as being unfair. Because the code clearly defined that the student's activity was negative, the school was able to defend its disciplinary action. During the 1978-79 school year, the Virginia State Board of Education required all schools in the state to formulate similar codes for behavior.

The discipline reporting system and the computerized printouts have proved valuable to administrators involved with monitoring school problems and setting policies for students. Alexandria school personnel feel that the system is a success and that discipline issues have subsided. Problems now seem manageable because there is a larger system for dealing with issues. Furthermore, data are easily transferable to others, such as school board officials, who also form policies and set programs for students.

Replication Issues

Discipline guidelines can be replicated in any system, and the computerized discipline incident system can also be replicated easily in school systems with their own computers, or in those where computer services are available. Computer printouts can be designed according to the needs of the school system.

Required Resources

Although the Alexandria school system purchased its own computer this year, previously the school system contracted with the city for all of its computer services which totaled about $100,000. No precise cost is available for the discipline compilation and printouts, although estimates range from $4,000 to $5,000. The cost of printing the student guidelines was $4,800 for the 1979-80 school year.

References

Guidelines for Discipline, 1979-80. Alexandria City Public Schools, Alexandria, VA. (This handbook is available in the NSRN compendium as listing number VI B 2.32).

Contact

Dr. Charles H. Jackson
Assistant Superintendent for
Pupil Services
418 South Washington Street
Alexandria, Virginia 22313

Attachments

Attachment A - Student Referral Card

Attachment B - Discipline Report Form

Attachment A

_____ HOUSE

STUDENT REFERRAL CARD

NAME _____ ADDRESS _____

PARENTS _____ HOME PHONE _____ BUSINESS PHONE _____

Referred by _____ Date _____

REASON FOR REFERRAL:

- ☐ Misconduct in classroom
- ☐ Damage to school property
- ☐ Failure to obey school regulations
- ☐ Excessive tardiness—indicate dates
- ☐ Fighting
- ☐ Disrespect to instructor
- ☐ Leaving school grounds without permission
- ☐ Refuses to return required reports
- ☐ Refuses to report after school
- ☐ Refuses to remain in a designated area
- ☐ Smoking in an unauthorized area
- ☐ Truant from class or other activity
- ☐ Other
- ☐ Please see Referrer

ACTION PREVIOUSLY TAKEN BY TEACHER

- ☐ Made several reprimands
- ☐ Kept student after school
- ☐ Had conference(s) with parent
- ☐ Made referral to Dean
- ☐ Other

ACTION TAKEN BY DEAN

- ☐ Contacted parent
- ☐ Reprimanded
- ☐ Special duty assigned
- ☐ Other
- ☐ Please see Dean

COMMENTS

Source: Alexandria City Public Schools

Attachment B

ALEXANDRIA CITY PUBLIC SCHOOLS
Discipline Report Form

I. School PG H JA FH GW TC Student's Name _____

Age _____ Student's I.D. Number _____

Race 1 2 3 4 5 Grade 7 8 9 10 11 12 Sex F M

Attendance: Ab/Ex _____ Ab/Unex _____ Total _____ Instructional Level: Reading _____ Math _____

II. Description of Infraction (circle one)

A. Offense Against:

1. Student
2. Teacher
3. Administrator
4. Other Staff
5. School
6. Property

B. Place of Offense:

1. Hall
2. Classroom
3. Stairway
4. Outside on Campus
5. Outside off Campus
6. Restroom
7. Cafeteria
8. Bus
9. Gym
10. Library
11. Office
12. Other

III. Offense

A. See attached letter or form, if applicable

B. Witness(s) to Incident:

_____

_____

C. Hearing Witness(s):

_____

_____

D. Category of Offense (Circle One)

MAJOR

1. Assault/Battery
2. Larceny
3. Robbery
4. Blackmail
5. Property Damage
6. Unlawful Assembly
7. Disturbing Public Assembly (Disorderly Conduct)
8. Malicious Threats: Property, Person
9. Alcohol
10. Drugs
11. Weapons Possession
12. Other _____

MINOR

13. Fighting (Disorderly Conduct)
14. Profanity/Abusive Language/Gestures
15. Trespass
16. Dishonesty
17. Truancy/Cutting Class
18. Persistently Troublesome Conduct
19. Class Disruption
20. Use of Tobacco
21. Police Truancy Project
22. Violation of Bus Ordinance
23. Other _____

IV. Disciplinary Action Taken (Circle One)

A. Detention

B. Denial of Privileges: Explain _____

_____

C. Letter Sent Home/Verbal Reprimand

D. Exclusion From Class: Attach Form

E. Sent Home Pending Parent Conference

F. Conference – Type:

1. Student/Administrator
2. Student/Parent/Administrator
3. Student/Parent/Teacher/Administrator
4. Student/Parent/Counselor/Administrator
5. Other _____

G. Referred To:

1. Learning Center
2. Counselor
3. Pupil Services
4. Home School Counselor
5. Other _____

H. Suspension 1st 2nd 3rd 4th more _____
(attach suspension letter)

1. To Home: No. of days _____
2. In-School
3. To Superintendent's Office

I. Referred to Superintendent's Office with Recommendation for Expulsion

V. Special Testing

_____ _____

_____ _____

VI. Parents of Offended Person (Victim) notified and conferred with, if applicable.
(Must be completed if 11-A-1 is circled)

Yes No Date _____ Time _____

Copies to:

White – Assistant Superintendent for Pupil Services
Canary – Principal/Assistant Principal
Pink – Cumulative Folder
Goldenrod – Parents

_____
Signature of Person Preparing Report

Date of Report _____

2/11

Source: Alexandria City Public Schools

Course 2 - Discipline

Module 2.2 - Discipline and School Law

Module Synopsis

Purpose

This module is designed to clarify and thereby facilitate taking action toward solving discipline situations that have potential legal consequences. Although many decisionmakers feel hampered by newly clarified student rights, recent courtroom activity provides guidelines to assist the school in taking action without treading on legally protected rights.

Objectives

Participants will be able to--

1. Describe implications of five of the major court cases affecting the secondary school system, such as Goss, Wood, Tinker, Gault, Ingraham.
2. Define due process and state its five components.
3. List three examples of when the right to free speech has been violated.
4. Know under what conditions and how to--
   - Provide due process
   - Conduct a locker search
   - Grant or limit free speech and freedom of expression
   - Enforce a dress code.

Target Audiences/Breakouts

This is a core module targeted at the preoperational and operational levels. It is, therefore, appropriate for a broad mix of participants.

Module Synopsis (continued)

Course 2 - Discipline

Module 2.2 - Discipline and School Law

Media/Equipment

Overhead projector
Screen
Audiovisual tape player

Materials

Transparencies

2.2.1 Selected Legal Issues Affecting Secondary Schools
2.2.2 Student Constitutional Rights: *Tinker* v. *Des Moines*
2.2.3 Student Speech
2.2.4 Symbolic Speech
2.2.5 Personal Apperance
2.2.6 *Goss* v. *Lopez*
2.2.7 *Ingraham* v. *Wright*
2.2.8 *Wood* v. *Strickland*
2.2.9 Common Law Principles Regulating Corporal Punishment

Audiovisuals

2.2.1 Berrien County Vignette, "A Locker Search"
2.2.2 Berrien County Vignette, "Locker Search--A Better Way"

Handout

2.2.1 Case Study Questions: What Happened?

Participant/Trainer Background Materials

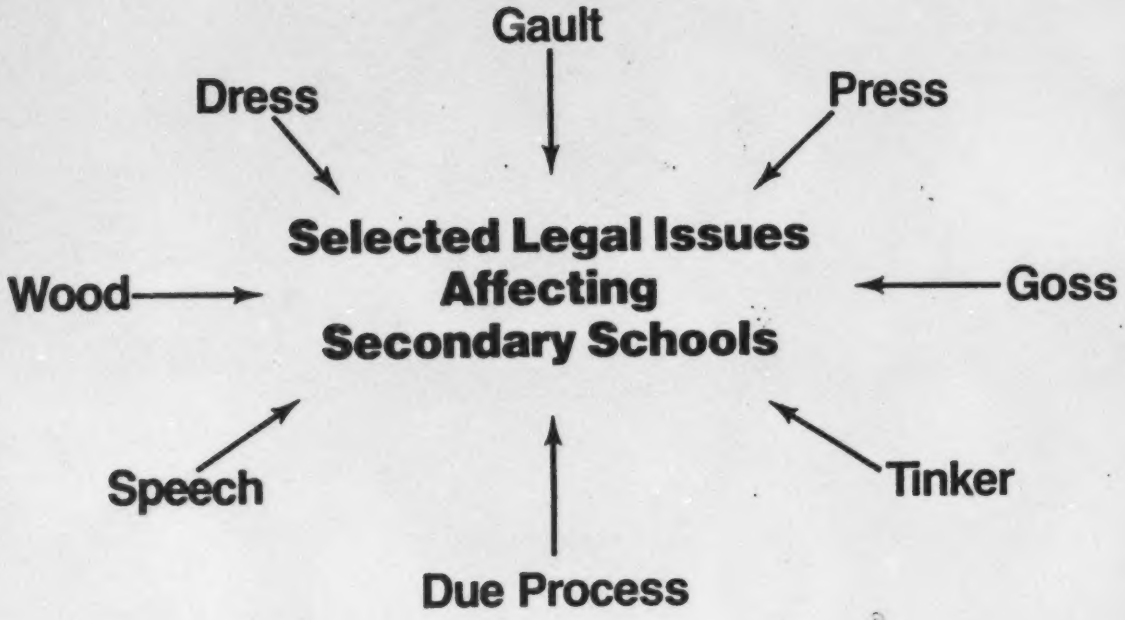
2.2.1 Legal Issues Impacting Secondary Schools

Trainer/Background Materials

2.2.2 Legal Update: Corporal Punishment
2.2.3 Goss and Wood--What They Mean
2.2.4 A Legal Memorandum: Student Discipline, Suspension, and Expulsion
2.2.5 Student Rights and Responsibilities

Bibliography

Bibliography: Legal Issues and the Secondary Schools


Gault
Dress
Press
Selected Legal Issues
Affecting
Secondary Schools
Wood
Goss
Speech
Tinker
Due Process

"It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate."

U.S. Supreme Court in
Tinker v. *Des Moines*

Student Speech

- 1st Amendment freedom of speech applies to students.
- Does *NOT* entitle the student to interfere with the educational process.
- Subject to disciplinary action if
    1) slanderous, obscene;
    2) incites others to do harm;
    3) substantially interferes with the operation of school.

Symbolic Speech

As part of right to freedom of speech, right to symbolic expression also granted

BUT

the MANNER of expression may not substantially and materially intrude upon the processes of the school or the rights of others.

Personal Appearance

- No Supreme Court decision on dress and grooming.
- Lower federal courts are split. In some districts students decide and in some areas the school decides.
- Schools may *not* limit dress solely on grounds of fashion or taste.

Goss v. *Lopez*

"What Process is Due"

1. Oral or written notice of charges
2. An opportunity to respond to the charges

Expulsion and longer suspensions (10 days) may require more formal procedures:

- Opportunity to secure counsel
- A chance to confront and cross examine witnesses
- Written record showing evidence for decision
- Right to appeal

Ingraham v. Wright
1977

School systems need not afford students any form of hearing prior to administering corporal punishment

BUT

students do have due process rights if they believe they have been wrongly punished and file suit.

Wood v. *Strickland*

School board members may be sued by students if they:

1. **Act with malicious intent to injure or deprive students of constitutional rights;**
2. **Violate a clear constitutional right of student and should have known about it.**

Corporal Punishment

If you choose to use corporal punishment, there are common law principles regulating it:

1. **Punishment should not be unreasonable;**
2. **Not excessive in view of age and sex of student;**
3. **Not excessive in view of gravity of offense;**
4. **Not administered maliciously.**

Course Agenda by Module

Course 2 - Discipline

Module 2.2 - Discipline and School Law

Total Time 1 hour and 15 minutes

Module Summary

The major legal cases and concepts affecting the day-to-day operation of a school discipline program are introduced. The module is designed to assist school personnel in taking disciplinary action without treading on legally protected rights of students.

Activity/Content Summary	Time
1. Introduction The purpose and scope of the module are explained.	15 min.
2. Aspects of School Law The following topics are reviewed:	15 min.
A. Overview of Legal Issues Affecting Secondary Schools The Supreme Court 1967 Gault decision granted juveniles the same Constitutional rights as adults.	
B. Review of the Tinker Case: Freedom of Speech for Students In 1969 the Supreme Court extended freedom of speech to students in schools.	
C. Review of Limits on Student Speech Freedom of speech does not entitle students to interfere with the educational process.	
D. Review of Symbolic Speech Issues Students have the right to symbolic expression, but the manner of expression cannot intrude upon others or interrupt the educational process.	
E. Review of Appearance Issues There has been no Supreme Court ruling on dress and grooming. Most states have granted students the right to decide on dress and hair within the limits of cleanliness and safety.	

Activity/Content Summary	Time
F. Review of Goss: Due Process Students have the right to oral or written notice of charges, along with the opportunity to respond to charges if being suspended or expelled.	
G. Review of Due Process: Not Applicable to Corporal Punishment Ingraham v. Wright, 1977, held that school systems need not afford students any form of hearing prior to administering corporal punishment but students do have due process rights if they believe they have been wrongly punished.	
H. Review of Common Law Principles on Corporal Punishment Common law principles regulate the use of corporal punishment.	
I. Summary	
3. Videotape Viewing: "A Locker Search" A videotape is shown illustrating how one principal conducted a locker search.	5 min.
4. Small Group Discussion of Search and Seizure Problems Participants break into small groups and, using a list of case study questions, review what actions the principal and student took that were helpful in dealing with the situation and what actions were not helpful.	15 min.
5. Participant Reporting-Out Members share their comments on the search and seizure problems with the large group.	10 min.
6. Videotape Viewing: "Locker Search--A Better Way" Participants review a second illustration of the problem, however, this time the search is conducted a better way.	10 min.
7. Wrap-Up	5 min.

Course 2 - Discipline

Module 2.2 - Discipline and School Law

Detailed Walk-Through

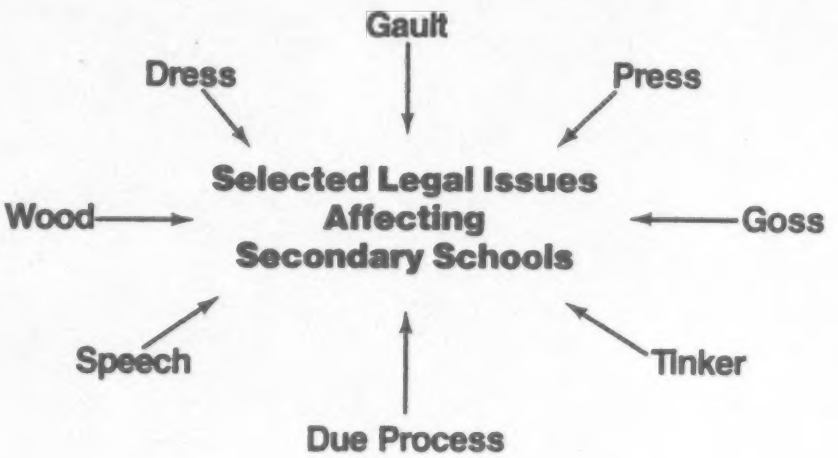
Materials/Equipment	Sequence/Activity Description
Overhead projector Screen	1. Introduction (15 min.) Trainer should make the following points: o There are a number of legal issues and court cases that began during the 1960's which directly impact the secondary school system. o This module is intended to be an overview of some of the issues and cases that have legal ramifications for the day-to-day work of school officials. 2. Minilecture Using Transparencies: School Law (15 min.) (NOTE: In developing this minilecture, trainer should refer to the background materials following this module.)

Materials/ Equipment	Sequence/Activity Description

A. Overview of Legal Issues Affecting Secondary Schools

Transparency 2.2.1

Show Transparency 2.2.1 and highlight the factors shown.



Trainer should make the following points:

- In this presentation we will summarize some of these legal issues to help you in making discipline decisions and in solving discipline problems that could have legal consequences.
- During the late 1960's, the Supreme Court increasingly granted protection under the Constitution to students. The Gault decision (1967) first made clear that juveniles are entitled to the same constitutional rights as adults.

Materials/ Equipment	Sequence/Activity Description
Transparency 2.2.2	B. Review of Tinker Case: Freedom of Speech for Students Show Transparency 2.2.2 ***"It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate."*** U.S. Supreme Court in *Tinker v. Des Moines* o This classic quote came in 1969 when the Supreme Court extended the right of freedom of speech to students in the schools (Tinker 1969).

Materials/ Equipment	Sequence/Activity Description
Transparency 2.2.3	C. Review of Limits on Student Speech Show Transparency 2.2.3

Student Speech

- 1st Amendment freedom of speech applies to students.
- Does *NOT* entitle the student to interfere with the educational process.
- Subject to disciplinary action if
  1) slanderous, obscene;
  2) incites others to do harm;
  3) substantially interferes with the operation of school.

Trainer should make the following points:

o Although freedom of speech was clarified, students are not entitled to interfere with the educational process and, in practice, they are subject to several limitations. For example:

- Boston schools disallow "racial slurs"
- Wilmington Public Schools said students could not coerce others into accepting their point of view

Materials/ Equipment	Sequence/Activity Description
	D. Review of Symbolic Speech Issues
Transparency 2.2.4	Show Transparency 2.2.4

Symbolic Speech

As part of right to freedom of speech, right to symbolic expression also granted

BUT

the MANNER of expression may not substantially and materially intrude upon the processes of the school or the rights of others.

Trainer should make the following points:

- The right to symbolic expression (for example, the right to display armbands or buttons), which is a part of the First Amendment right to freedom of speech, was also clarified for, students; but again, the MANNER of expression could not intrude upon others or interrupt the education process.

Materials/ Equipment	Sequence/Activity Description

E. Review of Appearance Issues

Transparency 2.2.5

Show Transparency 2.2.5

Personal Appearance

- No Supreme Court decision on dress and grooming.
- Lower federal courts are split. In some districts students decide and in some areas the school decides.
- Schools may *not* limit dress solely on grounds of fashion or taste.

Trainer should make the following points:

- What students can wear, how long/short their hair can be--and who decides this--were further issues that arose during the early 1970's in the State and lower Federal courts.
- Although most States have granted students the right to decide on dress and hair, schools can set limitations in the interest of cleanliness, decency, and decorum, as in the Idaho State Code. Other States and localities have set health and/or safety standards. For example, long hair has been regulated for those operating woodshop machines.
- Some Federal courts have said that schools can regulate dress and grooming; other Federal courts have said no, schools cannot have such regulations except where the school can establish that a hairstyle or type of clothing interferes with the educational process or provides a safety/health hazard. Schools that do regulate dress often do so in the interest of cleanliness, decency, and decorum, although it has been hard to prove these reasons in court.
- Importantly, any code must be sex-fair. Any regulation applying to boys must also apply to girls.

Materials/ Equipment	Sequence/Activity Description

F. Review of Goss: Due Process

Transparency 2.2.6

Show Transparency 2.2.6

Goss v. *Lopez*

"What Process is Due"

1. Oral or written notice of charges
2. An opportunity to respond to the charges

Expulsion and longer suspensions (10 days) may require more formal procedures:

- Opportunity to secure counsel
- A chance to confront and cross examine witnesses
- Written record showing evidence for decision
- Right to appeal

Trainer should make the following points:

- Other protections clarified for students include due process, that is, the right to "some kind of notice and hearing in regard to suspensions and expulsions."
- We will highlight these issues here and cover them in more detail in a later module.
- However, it is understood that providing such notice and hearing is sometimes not feasible. Under those conditions where a student's presence is dangerous to others, a student may be immediately removed and the notice and hearing follow shortly afterwards.
- Additionally, there are some special issues to be considered when handicapped students are considered for expulsion (Stuart v. Nappi 1978).

Materials/ Equipment	Sequence/Activity Description

G. Review of Due Process: Not Applicable to Corporal Punishment

Transparency 2.2.7

Show Transparency 2.2.7

Ingraham v. Wright
1977

School systems need not afford students any form of hearing prior to administering corporal punishment

BUT

students do have due process rights if they believe they have been wrongly punished and file suit.

Trainer should make the following points:

- Noteworthy is that students were not given the right to due process prior to corporal punishment, but that students have the right to bring suit if they have been wrongly punished.
- If suit is enacted after corporal punishment, due process is, of course, afforded.

Materials/ Equipment	Sequence/Activity Description
Transparency 2.2.8	Show Transparency 2.2.8 and pause to allow participants to read.

Wood v. Strickland

School board members may be sued by students if they:

1. **Act with malicious intent to injure or deprive students of constitutional rights;**
2. **Violate a clear constitutional right of student and should have known about it.**

Trainer should make the following points:

- The Supreme Court has ruled that corporal punishment is not unconstitutional. Therefore, most states allow corporal punishment although some states and school districts forbid it (e.g., Massachusetts, New Jersey, New York, Chicago, and the District of Columbia).
- There is much professional controversy over its usefulness. Some alternatives to corporal punishment will be discussed in a later module.

Materials/ Equipment	Sequence/Activity Description

H. Review of Common Law Principles on Corporal Punishment

Transparency 2.2.9

Show Transparency 2.2.9

Corporal Punishment

If you choose to use corporal punishment, there are common law principles regulating it:

1. **Punishment should not be unreasonable;**
2. **Not excessive in view of age and sex of student;**
3. **Not excessive in view of gravity of offense;**
4. **Not administered maliciously.**

Trainer should make the following point:

- o For those school districts and school personnel that do allow it and choose to use it, there are accepted "common law principles" regulating corporal punishment.

I. Summary of Minilecture on School Law

Trainer reiterates that there are protections specifically granted to students, that affect such areas of school life ar search and seizure, school newspapers, speakers and programs, assemblies, and demonstrations.

Visual 2.2.1

Audiovisual Tape player

3. Videotape Viewing: "A Locker Search" (5 min.)

Trainer should make the following introductory point:

- o This vignette from Berrien County, Michigan, entitled "A Locker Search" illustrates the way that one school principal handled an incident with legal ramifications--a search and seizure problem situation.

Show audiovisual 2.2.1

Materials/ Equipment	Sequence/Activity Description
	4. Small Group Discussion of Search and Seizure Problems (15 min.) Trainer asks participants to break into groups of five.
Handout 2.2.1	Distribute Handout 2.2.1, Case Study Questions: "What Happened?" to each group. Trainer tells participants they have 10 minutes to decide their answers to these questions.
	5. Participant Reporting-Out (10 min.) Trainer elicits quick answers to the five questions from members of the group. Trainer introduces second part of vignette, "A Better Way."
Visual 2.2.2	6. Videotape Viewing: "Locker Search--A Better Way." (10 min.) (NOTE: Following the vignette, the trainer may wish to elicit comments from participants concerning this "better way." It is likely that many will find it overly "careful." There have, in fact been decisions suggesting that a warrant would not be required where there is an emergency. Additionally, it should be made very clear that this "better way" is not necessarily the "best way.")
	7. Summary (5 min.) Trainer should make the following points: o We have only touched upon the many actions that school personnel might take which could have legal consequences. o Background material is included in the Participants Guide. This will further elaborate points covered in this module.
Participant Background 2.2.2	o This material also includes illustrations of correct procedures relevant to search and seizure issues.

HANDOUT
2.2.1

Case Study Questions: What Happened?

What did the principal do that was good?

What did the principal do that might cause legal questions to arise?

How reasonable was the principal's response?

Describe some things the principal could have done to handle the situation more effectively.

Course 2 - Discipline

Module 2.2 - Discipline and School Law

Background I-D 2.2.1.

Background Materials

Legal Issues Impacting Secondary Schools

Adapted from the Student Discipline Handbook by Johnny Purvis of the University of Southern Mississippi and based upon information from the following State Departments of Education:

Alaska	New Mexico
Arkansas	New York
California	North Dakota
Illinois	Ohio
Iowa	Pennsylvania
Louisiana	South Carolina
Maine	South Dakota
Michigan	Utah
Nevada	Vermont
New Jersey	West Virginia

INTRODUCTION

On a daily basis, school staff members must solve student discipline problems. Often these decisions involve legal ramifications. What are the basic areas of student rights? And how do we implement discipline decisions and yet not abridge these rights? For example:

> What can be done if students publish shocking and offensive views in the school newspaper?
>
> Who decides what dress standards students must follow?
>
> What happens when a gun is believed to be hidden in a student's locker?

The following information is intended to provide an overview of the major areas of student rights and to suggest how school officials may take discipline action while not ignoring protections granted to students.

A bibliography of further readings is attached. Additionally, the reader is referred to the "Handbook of Selected Discipline Policy Statements" for illustrations of how different states and school districts have implemented these policy guidelines. Much of what is written herein is a summary of these materials. However, this information is not intended to be a substitute for competent legal advice. Laws and court interpretations vary in different parts of the country. We strongly recommend that any regulations, rules, or procedures that your school contemplates adopting be reviewed by competent legal counsel before they are issued.

STUDENT PRIVACY: SEARCH AND SEIZURE

Students possess the right of privacy of person as well as freedom from unreasonable search and seizure of property guaranteed by the Fourth Amendment of the U.S. Constitution. That individual right, however, is balanced by the school's responsibility to protect the health, safety, and welfare of all its students.

Locker searches by school authorities without a search warrant have been generally upheld by the courts. Arbitrary and indiscriminate searches should be avoided and all searches should be limited to a reasonable cause to believe that a student is secreting evidence of an illegal act. School officials should seek counsel prior to a search unless confronted with an emergency which poses a direct threat to the safety of the school community. The student should be given an opportunity to be present when the search is conducted unless, as previously stated, an emergency exists that threatens the safety of the school and/or individuals.

In Louisiana, in 1975, a district court ruled in State v. Mora that "search on school grounds of students' personal effects by school officials who suspect presence or possession of some unlawful substance is not a specifically established and well delineated exception to search warrant requirement, and fruits of such a search may not be used by the State as a basis for criminal proceedings against the student. Public school principals and teachers are government agents within purview of the Fourth Amendment's prohibition against unreasonable searches and seizures, thus their students must be accorded the constitutional right to be free from warrantless searches and seizures. Applicability of constitutional prohibitions against unreasonable searches is limited to cases where seizure is effected by government agencies, and at the same time, fruits of searches and seizures conducted by private persons are not subject to exclusion." The Louisiana State Supreme Court upheld the aforementioned ruling.

When principals or other school officials receive what they believe is reliable information that evidence of a crime is located on a student's person or his or her property, they should request assistance from the authorities and a valid search warrant should be secured. Likewise, the police should ordinarily not be permitted to search a student's property or locker without a valid search warrant unless the search comes within one of the exceptions to the Fourth Amendment's search warrant requirements.

Suggested Procedures Regarding Search and Seizure

It is suggested that the following determinations be made by school officials relative to the seizure of items in the student's possession and the search of the school property (locker, desk, etc.) assigned to the student.

1. There is reasonable cause to believe that possession constitutes a crime or rule violation, or that the student possesses evidence of a crime or violation of law.

2. There is reason to believe that the student is using his/her locker or property in such a way as to endanger his/her own health or safety or the health, safety, and rights of others.

3. There is reason or belief that there are weapons or dangerous materials on the school premises. As such school officials must retain the right to act--to search students' desks and/or lockers, and to seize in cases of emergencies--such as in the event of fire or bomb threat.

When locker checks are made in the exercise of fundamental school authority, students should be informed within the context of general school rules at the beginning of each term. In cases of clearly defined emergencies and the lack of availability of the students assigned to a locker, the principal or his or her designee(s) possess the authority to enter. The student, however, should be informed as soon as possible.

STUDENT SPEECH

The First Amendment to the U.S. Constitution guarantees the right of freedom of speech to all Americans, including students. However, the constitutional guarantee does not include license to interfere with the orderly conduct of classes, to coerce others to participate in a particular mode of expression, or to violate the rights of those who disagree with a given point of view.

Student speech may be subject to disciplinary action by school officials if such speech--

1. Is slanderous; i.e., spoken maliciously or without regard to the truth of the assertion

2. Clearly and immediately incites others to damage property or physically harms others

3. Materially and substantially interferes with the normal operation of the school.

Symbolic Speech: Buttons, Armbands, and Other Badges of Symbolic Expression

The United States Supreme Court has upheld the right of students to wear or display buttons, armbands, flags, decals, or other badges of symbolic expression, where the manner of expression does not materially intrude upon the orderly process of the school or the rights of others.

In a number of cases since the Tinker decision, various courts have addressed themselves to the question of whether or not particular instances of symbolic expression intruded upon the orderly process of the school or the rights of others. For example, a court (Butts v. Dallas Independent School District) has ruled that the wearing of armbands could not be restricted merely because the possibility of disruption existed. However, a court (Gazik v. Drebus) ruled against the wearing of buttons where evidence established that the ban was necessary to preserve discipline in a racially tense high school. Still another court (Hernandez v. School District Number 1, Denver, Colorado) affirmed suspensions of students for wearing black berets where the beret was worn as a symbol of the power to disrupt, and there was evidence of actual disruption.

Buttons, armbands, and other badges of symbolic expression must not contain materials which are obscene or libelous, or which advocate racial or religious prejudice.

PERSONAL APPEARANCE: DRESS AND GROOMING

Essentially, students have been allowed to govern their own appearance. To limit or curtail student dress and grooming, the State has a "substantial burden or justification."

For regulations on hair length to be valid, the school board must show that there is an overriding public purpose to be served by limiting students' rights to appear in school with long/short hair. Such justification might include evidence that long hair causes an actual disruption of the educational process, or that the length or style of hair constitutes a health or safety hazard, but only after the fact, and not in the form of prior restraints. Where length of hair is a problem, as in shop class, some type of head covering may be required. The student's right to govern the length of his or her hair also includes facial hair.

A school board or school official may not impose limitations on dress in which fashion or taste is the sole consideration, even if a majority of students have approved a student dress code. School authorities may require certain types of clothing to be worn in special extracurricular activities (band, athletics, physical education, etc.).

SPEAKERS AND PROGRAMS

Students and student organizations in consultation with school officials should be free within reasonable constraints to invite and hear speakers of their choosing.

Where program speakers have engaged in conduct which violates constitutional standards embodied in State law, and there is reason to believe that they will repeat such conduct, school officials have authority to prohibit such program participation.

If a school allows some outside speakers to use school facilities, it may not deny other similar speakers the use of these facilities merely because such speakers are deemed controversial or undesirable by school officials.

School authorities may regulate the times and locations of speeches and assemblies and may require advance notice in order to avoid conflicts and ensure proper protection of the school community.

FREEDOM OF PRESS AND LITERATURE: SCHOOL SPONSORED PUBLICATIONS

Official school publications such as school newspapers should reflect the policy and judgment of the student editors. Students have the responsibility to refrain from libel and obscenity and to observe the normal rules for responsible journalism. Within these bounds, student papers are as free as other newspapers.

Students have a right and are as free as editors of other newspapers to report the news and to editorialize. School officials have a responsibility to supervise student-run newspapers published with school equipment and remove obscene or libelous materials as well as edit material that would cause a substantial disruption or material interference with school activities.

The above is subject to the following:

1. School officials may not censor or restrict material simply because it is critical of the school or its administration; however, such material should contain a byline identifying the writer.

2. Rules of the school for prior submission for review of obscene, libelous materials, and material advocating illegal actions, should be reasonable and not calculated to delay distribution.

3. If prior approval procedures are established, they should identify to whom the material is to be submitted; and the criteria by which the material is to be evaluated need to be narrow and specific with a limitation on the time within which a decision must be made. If the prescribed time for approval elapses without a decision, the literature shall be considered as authorized for distribution.

Staff members may be held responsible for materials which are libelous or obscene, and such publications may be prohibited. If in doubt concerning the libelous or obscene nature of a statement, staff members should, through appropriate channels, consult the school's district attorney.

FREEDOM OF ASSEMBLY

Students have the right to peaceably assemble, demonstrate, and picket and to petition and organize on school grounds or in school buildings. Exercise of the right of an individual to assemble, picket, and demonstrate shall be denied him/her only on occasion when his/her acts substantially and directly endanger physical health or safety, damage property, or seriously and immediately disrupt the activities of others. It is the school's responsibility to protect the students' rights to free speech and assembly guaranteed by the First Amendment from abridgement by any person or persons.

To insure that the students' activities do not substantially disrupt the educational process, it is their responsibility to observe the following rules:

1. Meetings shall be scheduled in advance.

2. Normal school activities may not be disrupted.

3. The meeting shall not be such as may be likely to create a substantial danger to persons or property.

4. If a crowd is anticipated, a crowd control plan shall be filed in the appropriate office well in advance of the meeting.

If you wish to read further regarding the preceding issues:

Institute of Judicial Administration, American Bar Association. Standards Relating to School Education. Bainbridge, Mass.: Ballinger Publishers, 1976.

National School Public Relations Association. Suspensions and Expulsions. Washington, D.C., 1976.

Ware, M., and Remmlein, M. School Law. Danville, Ill.: Interstate Publishers, Inc., 1979.

Hyman, I. "A social science review of evidence cited in litigation on corporal punishment in the schools." Journal of Clinical Child Psychology, VIII, no. 3 (Fall 1978): 195-199.

Purvis, J. Student Discipline Handbook: A compilation of procedures, regulations, and student rights as developed by State departments of education in the United States. Hattiesburg, Miss.: Department of Curriculum and Instruction, University of Southern Mississippi.

South Dakota Department of Education and Cultural Affairs. Standards and Guidelines for Providing Due Process of Law to the South Dakota Student.

School Resource Network Technical Assistance Bulletin

Dedicated to the Maximal Educational Development of all American Youth in Safe, Productive Schools.

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Legal Update: Corporal Punishment

This is one of a series of "Legal Updates" on various topics. It is not a substitute for competent legal advice. Laws and court interpretations vary in different parts of our country. Individual situations that may seem, to the educated layman, to be covered by a law or court opinion, may be perceived very differently by an attorney who can study the individual situation in the light of local laws and interpretations. We strongly recommend that any regulations, rules, or procedures that your school contemplates adopting be reviewed by competent legal counsel before they are issued. Our Network staff is available to you or your attorney to help provide information. Call 800-SCHOOLS.

Many school authorities view corporal punishment as a less drastic means of discipline than suspension or expulsion. Recently, junior high school students in Dade County, Florida, challenged the practice of corporal punishment as unconstitutional. Arguing that corporal punishment is prohibited by the Eighth Amendment's bar against cruel and unusual punishment and that due process requires notice and a hearing before imposing such punishment, one student alleged that he was subjected to more than twenty blows on the buttocks with a resulting painful hematoma because he had been slow to follow a teacher's instruction. Another student testified that on two occasions he was struck on his arms, once depriving him of the full use of his arm for a week.

The students' challenge resulted in a decision by the United States Supreme Court, Ingraham v. Wright, 430 U.S.675 (1977). In addressing the issue of corporal punishment, the Court recognized the view of the school authorities and concluded that 1) paddling students as a means of school discipline does not constitute cruel and unusual punishment, and 2) due process does not require notice and a hearing prior to the imposition of corporal punishment, as that practice is authorized and limited by traditional common law.

In concluding that corporal punishment as a means of student discipline is not cruel and unusual punishment, the Court emphasized that the history of the Eighth Amendment makes it clear that the prohibition against cruel and unusual punishment was designed to protect those persons convicted of crime and subject to imprisonment. Although the Court recognized that school attendance may not always be voluntary, it nevertheless emphasized that the traditional "openness of the public school and its supervision by the community afford significant safeguards against the kinds of abuses" which could be classified as cruel and unusual punishment. Elaborating on this premise, the Court highlighted additional safeguards against mistreatment:

> Except perhaps when very young, the child is not restrained from leaving school during school hours; and at the end of the day, the child is free to return home. Even while at school, the child brings with him the support of family and friends and is rarely apart from teachers and other pupils who may witness and protest any instances of mistreatment.

The Court further pointed out that in every community where corporal punishment is

The School Resource Network is funded by a grant from the Office of Juvenile Justice, Law Enforcement Assistance Administration, United States Department of Justice. The views and opinions expressed herein are those of the authors and do not necessarily represent the views and/or policies of the United States Government or any of its agencies.

permitted in the school, these safeguards are reinforced by the common law.

In discussing the common law governing corporal punishment, the Court reiterated the single legal principle that has evolved from past federal and state court decisions. That principle is that public school teachers are privileged to inflict only such corporal punishment as is reasonably necessary for the proper education and discipline of the child. To determine whether the punishment is reasonable in a particular case, the Court suggests that all of the circumstances be taken into account. Among the most important considerations are the seriousness of the offense, the attitude and past behavior of the child, the nature and severity of the punishment, the age and strength of the child, and the availability of less severe but equally effective means of discipline.[4]

Having outlined the common law guidelines for imposing corporal punishment, the Court also delineated the common law remedies available to students who are subjected to excessive force. Under the common law, to the extent that the force is excessive or unreasonable, the teacher is subject to possible civil and criminal liability.[5]

With the common law principles in mind, the Court then addressed what process, under the Fourteenth Amendment, is due students subject to corporal punishment. The Court determined that where school authorities, acting under color of state law, deliberately decide to punish a student for misconduct by restraining and inflicting appreciable physical pain, the Fourteenth Amendment liberty interests are implicated. In view of this premise, the Court reasoned "were it not for the common law privilege permitting teachers to inflict reasonable corporal punishment - availability of traditional remedies for abuse, the case for requiring advance procedural safeguards would be strong indeed."[6] The Court concluded that although corporal punishment implicates a liberty interest protected by the due process clause of the Fourteenth Amendment, the traditional common law civil and criminal remedies are fully adequate to afford due process.

In determining that the traditional common law remedies for excessive corporal punishment already afforded students due process, the Court considered four distinct factors: 1) the private interest of the student, 2) the risk of erroneous deprivation of such interest, 3) the probable value, if any, of additional or substitute procedures, and 4) the state's interest. On the premise that reasonable corporal punishment is justifiable under the common law, the Court concluded that the student's liberty interest in avoiding corporal punishment is limited to avoiding only excessive force. However, the Court recognized that since there is some risk that the deliberate infliction of corporal punishment will be excessive, unreasonable, and thus unlawful, some procedural safeguards are necessary. After examining the safeguards already provided under Florida law, the Court determined that no additional procedures were required.

Under the Florida statute[7] then in effect, before a teacher was authorized to inflict corporal punishment he was required to first consult with the principal. After consultation, the teacher could impose corporal punishment but the punishment could not be "degrading or unduly severe." Under gereral Florida common law, if the punishment inflicted is later found to have been excessive--that is, not reasonably believed at the time to be necessary for the student's discipline--then the school authorities inflicting it may be liable for damages, and, if shown to have acted with malice, may be subject to criminal penalties.

Having reviewed the Florida law in effect at the time, the Court concluded that in those cases where severe punishment is contemplated, the available civil and criminal sanctions for abuse--considered in light of the openness of the school environment--afford significant protection against unjustified corporal punishment. As a result of this built-in protection, the Court reasoned that there was no need to supplant traditional common law remedies with notice and a hearing prior to the infliction of corporal punishment. In fact, the Court further noted that even if the need for advance procedural safeguards were clear, the incremental benefit to the student may not justify the cost to the state.

In analyzing the state interest at stake, the Court observed that advance notice and a hearing would significantly burden the use of corporal punishment as a disciplinary measure. The Court further acknowledged that advance procedures could undermine the necessary authority of the teacher:

> If a prior hearing, with the inevitable attendant publicity within the school, resulted in the rejection of the teacher's recommendation, the consequent impairment of the teacher's ability to maintain discipline in the classroom would be substantial.[8]

In deference to state and local judgment, the Court concluded that the current legislative decisions of many states to allow reasonable corporal punishment must be viewed in light of the discipline problems confronted by local school authorities.[9] Reinforcing respect for local control of school policy, the Court observed that

> Events calling for discipline are

> frequent occurrences and sometimes require immediate, effective action. Assessment of the need for, and the appropriate means of maintaining, school discipline is committed generally to the discretion of the school authorities subject to state law. 'The Court has repeatedly emphasized the need for affirming the comprehensive authority of the States and of school officials, consistent with fundamental constitutional safeguards, to prescribe and control conduct in the schools.' Tinker v. Des Moines School District 393 U.S.503,507 (1969).[10]

Having analyzed the available common law limitations and remedies on corporal punishment, evaluated the adequacy of the Florida statute governing corporal punishment, and recognized the need for local autonomy in fashioning constitutional school disciplinary policy, the Court held that the due process clause does not require notice and a hearing prior to the imposition of corporal punishment in the public school, as that practice is authorized and limited by the common law. (Emphasis added.)

Prior to Ingraham, supra, the Supreme Court had summarily affirmed a decision of the United States District Court in North Carolina requiring some minimal due process in the course of inflicting corporal punishment. Baker v. Owen I, 423 U.S.907 (1975), aff'd 395 F.Supp.294 (M.D.N.C.). The minimum due process required by the District Court and approved by the Supreme Court in Baker, supra, is different from the process allowed in Ingraham, supra.

In Baker, supra, the District Court upheld, as constitutional on its face, a North Carolina statute authorizing teachers to 'use reasonable force in the exercise of lawful authority to restrain or correct pupils and maintain order.'[11] However, the District Court also held that 'to implement the statute without according to students procedural due process would be a violation of the Fourteenth Amendment.'[12] In order to guard against arbitrariness and the use of unreasonable force, the District Court set forth the process required in imposing corporal punishment: First, students are entitled to advance notice of those offenses which could result in corporal punishment. Second, another school official must witness the paddling, and the witness must be informed in the presence of the student of the reasons for the paddling. Finally, upon parental request, the school official must set forth in writing the reasons for the paddling and include the name of the witness.

In summarily affirming the District Court's decision in 1975, the Supreme Court tacitly agreed with the result and principles articulated by the lower court. In 1976, prior to the Supreme Court's decision in Ingraham, the Florida legislature amended its statute governing corporal punishment to include the procedural safeguards outlined in Baker, supra. By 1976, the Dade County School Board had already amended its policy, the school board standardized the size of the paddle, limited striking to the buttocks, limited the number of blows (5 for elementary and intermediate grades and 7 for junior and senior grades), and required a contemporaneous explanation of the need for the punishment to the student and a subsequent notification to the parents.[13] In 1977, the Supreme Court in Ingraham, while upholding the Florida statute in effect in 1971, acknowledged the amended Florida statute and school board policy.[14]

Following the lead of Florida, it appears wise, though perhaps not constitutionally required, for school officials to adopt the process outlined in Baker. It may also be appropriate for school officials to collaborate with parents and students in developing rules and regulations for the school. Such collaboration may ensure that the rules and sanctions are reasonable by community standards. In the words of a school administrator,

> If the school is to prepare students for responsible membership in society, the school should reflect the society the student will enter as an adult citizen. In our system, citizens are entitled to know what the rules are and what punishment will be imposed if the rules are violated. School rules should be no different.[15]

Chapter 1.

Goss and Wood—What They Mean

Goss v. *Lopez* and *Wood* v. *Strickland* were heard by the U.S. Supreme Court on the same day and they were meant to reinforce one another. Taken together, the decisions mandate minimum due process procedures for students in suspension cases. In other words, students must be dealt with fairly, not arbitrarily, by administrators. *Goss* specifies that, in connection with a suspension of 10 days or less, the student must be given oral or written notice of the charges against him. If he denies the charges, he must be given an explanation of the evidence the authorities have and an opportunity to present his side.

"Generally," the court held, "notice and hearing should precede the student's removal from school, since the hearing may almost immediately follow the misconduct. If prior notice and hearing are not feasible, as when the student's presence endangers persons or property or threatens disruption of the academic process thus justifying immediate removal from school, the necessary notice and hearing should follow as soon as practicable."

In the *Wood* decision, the Supreme Court justices ruled 5-4 that school board members may be sued by a student under Section 1983 of the U.S. Code if they act officially in violation of a student's constitutional rights or with intent to injure him.

Goss Briefly Reviewed

In 1971, a number of students were summarily suspended from the Columbus, Ohio, schools during a period of racial tension. Nine of the students brought suit. They claimed that the Ohio statute under which they were suspended did not provide the procedural due process guaranteed by the 14th Amendment to the U.S. Constitution. The Ohio statute in question authorized principals to suspend students for up to 10 days without notice or hearing. The Supreme Court ruled in *Goss* that the statute was unconstitutional and that the students' civil rights had been violated by school officials.

Justice Byron White, in writing for the majority, said students facing temporary suspension from a public school have property and liberty interests that qualify them for protection under the due process clause of the 14th Amendment. Further, the majority opinion held, neither the liberty nor the property interest of students "is so insubstantial that suspensions may constitutionally be imposed by any procedure the school chooses, no matter how arbitrary."

The court was not unmindful of the possible consequences of its decision. It said: "The prospect of imposing elaborate hearing requirements in every suspension case is viewed with great concern and many school authorities may well prefer the untrammeled power to act unilaterally, unhampered by rules about notice and hearing. But it would be a strange disciplinary system in an educational institution if no communication was sought by the disciplinarian with the student.... No better instrument has been devised for arriving at truth than to give a person in jeopardy of serious loss notice of the case against him and opportunity to meet it."

The court stopped short of requiring that every hearing in a suspension case must afford the student the opportunity to secure counsel, to confront and cross-examine witnesses or to call his own witnesses. "Further formalizing the suspension process and escalating its formality and adversary nature may not only make it too costly as a regular disciplinary tool but also destroy its effectiveness as part of the teaching process," the court said. By requiring a fact-finding hearing, however, the court believed it could reduce the chance of error in suspension cases.

"Longer suspensions or expulsions for the remainder of the school term, or permanently," the court concluded, "may require more formal proce-

Suspensions and Expulsions, a publication of the National School Public Relations Association, 1976.

dures. Nor do we put aside the possibility that in *unusual situations* [emphasis added], although involving only a short suspension, something more than rudimentary procedures will be required."

Peter Roos, the attorney who successfully argued *Goss* v. *Lopez* on behalf of the students, pinpointed in an issue of *Inequality in Education* three "common criteria" to be considered by school officials as a result of the ruling:

1. The person making the decision must be relatively free from bias.

2. No longer may a teacher or other adult's words be given an irrebutable presumption of truthfulness. Roos says that if the teacher or adult's version of the story differs so much from the student's that the outcome depends on it, the suspension becomes an "unusual" short-term one.

3. The student must be found guilty of a specified offense based on evidence.

There are two conditions in which the informal procedures of a simple suspension should give way to the more formal procedures of the "unusual" short-term suspension. Roos says "if it appears to a reasonable person that the facts of a given case cannot be resolved by the informal procedures of a simple suspension or if harm is likely to be unusually severe, the more formal procedures should apply." Such situations could include: not graduating, not being able to go to college, not being accepted for a job, accusations relating to the use of drugs or other stimulants or accusations relating to sexual promiscuity.

Wood Briefly Reviewed

The first ground-breaking decision, *Goss*, involved a northern school system; its companion case, *Wood*, resulted from the actions of the Mena, Ark., school board. Three 16-year-old girls were charged with "spiking" punch served at an extracurricular event. The principal suspended the girls from school when they told him what they had done. Based on the girls' confession, the board of education then expelled the girls for the remainder of the term, approximately three months.

Two of the girls filed suit demanding reinstatement in school and money damages from the administrators and school board members. The court of appeals and the district court disagreed about whether school board members were immune from liability for damages. Traditionally, school board members had such immunity. The U.S. Supreme Court, in its 5-4 decision, held that school board members do not now have absolute immunity.

The majority decision concluded: "A school board member is not immune from liability for damages if he knew or reasonably should have known that the action he took within his sphere of official responsibility would violate the constitutional rights of the student affected, or if he took the action with the malicious intention to cause a deprivation of constitutional rights or other injury to the student." The court added that a compensatory award would be appropriate only if the school board member acted with such an impermissible motivation or with such disregard of the student's clearly established constitutional rights that the action cannot reasonably be characterized as being in good faith.

In the category of offenses involving "clearly established constitutional right" or "settled, undisputed law," the board member's liability is virtually absolute and is not determined by an inquiry into his motivation. This is the interpretation offered by G. Ross Smith, an attorney for the Arkansas School Boards Assn. Smith was involved in the litigation for the *Wood* case. In cases involving some alleged constitutional right but not a "clear undisputable one," the board member's liability depends on motivation. "Unless the student can demonstrate a malicious intent to do harm in such cases, he cannot recover damages," Smith holds.

NASSP advises that school board members are not to be held responsible for every innocent mistake. Moreover, the association notes, "the liability for damages assigned to board members by *Wood* has already been held to apply to principals and teachers, who are never accorded immunity as public officials. To the extent therefore that the *Wood* case makes school boards more cautious in the adoption of regulations which principals must administer, it may help keep principals out of court."

M. Chester Nolte, an authority on school law, offered advice to school board members on how to comply with the ruling in an issue of *American School Board Journal*. A key tip from that article: "One of the most persistent demands made by the courts of quasi-judicial bodies [which school boards are] is that they should not go into a

hearing having already made up their minds as to the outcome."

Interference or a Step Forward

Views differ on the effect *Goss* and *Wood* will have on the nation's schools. According to one, the decisions outlining minimum due process amount to "interference" by the federal courts in the affairs of schools. Another is that "for too many years there was a 'school can do no wrong' attitude." *Wood* was denounced by some officials because it might cause capable citizens to refuse duty as board members.

The Supreme Court's own view on *Goss* is that it requires no more than a fair-minded administrator would do anyhow. Many educators agree that the majority of schools have always afforded students their due process rights, and that *Goss* will not necessitate substantial changes.

Administrators who feel their hands are tied by the new rulings are taking the wrong attitude, says Bill Raulus, legal counsel for the Salem (Ore.) Public Schools. Administrators have to use their own judgment to determine what is in the best interests of the school at a given time and in a given situation, he says. "Don't be afraid to make a mistake, so long as you are using your best judgment and it is not arbitrary or capricious."

Raulus stresses that students have the right to express their views when they are accused of wrongdoing, but that they sometimes mistakenly extend and abuse their new-found rights. "They do not understand what their constitutional rights are and they believe they have a carte blanche right to do what they want," he points out. "This is where school administrators have to take firm control of the situation. They have to show students that they must be responsible if they want to stay in school."

Will Your Due Process Procedures Keep You Out of Court?

"Put yourself back a few years and into the status of the student," advises John I. Purtle, attorney for the Pulaski County Special School District in Little Rock, Ark. "Fair and impartial rules require you to do the right thing," he states. He suggests that the more severe the penalty handed a student, the more elaborate the due process procedure should be.

NASSP recommends that school principals follow the due process procedures outlined in *Goss* for short-term suspensions (10 days or less).

In *long-term suspension or expulsion*, NASSP advises that school districts use the following considerations:

1. In the absence of clear statutory or administrative requirements, the student should be provided: written notice of the rules violated, the intention to suspend or expel, and the place, time and circumstances of a hearing with sufficient time provided to prepare a defense.
2. A full and fair hearing before an impartial person (not the person who collected the evidence).
3. The right to legal counsel or some other adult representation.
4. Opportunity to present witnesses or evidence in the accused pupil's behalf, and to cross-examine opposing witnesses.
5. Some kind of written record (not necessarily verbatim) demonstrating that the decision was based on the evidence.

Several other authorities suggest also that students should be made aware of their rights and the procedures to be followed in appealing the decision to a higher authority.

To avoid liability, NASSP advises administrators and school boards to:

1. Make and enforce any rule which appears to abridge civil rights only after careful consideration. "If at all possible, get the advice of counsel."
2. If a rule or its enforcement appears to abridge a student's civil rights, be certain it is necessary, reasonably related to the school's purposes and administered without discrimination.
3. Set up fundamentally fair disciplinary procedures which meet suggested standards for suspension and expulsion.
4. Make a reasonable attempt to keep up with court decisions governing student conduct in your jurisdiction.

A LEGAL MEMORANDUM: STUDENT DISCIPLINE* SUSPENSION and EXPULSION

In January, and again in February 1975, the U.S. Supreme Court spelled out what it means by due process of law as it applies to suspension and expulsion of public school students. Of course, most school systems had been providing some aspects of due process to their students for many years, but the Court's new holdings present the first actual requirements set down by the nation's highest court for handling student discipline cases. If principals are to avoid the very real spectre of monetary damages where their actions deprive the student of civil rights, it is important for them to be familiar with the requirements and to establish procedures that meet them.

Suspension: Goss v. Lopez[1]

What is the maximum amount of time that a principal may suspend a pupil from school without a hearing? Most of the States have dealt with this problem by statutes allowing "school officials" to suspend pupils for up to five or 10 days without such guarantees. The State of Ohio had such a statute in 1971 when student protests in Columbus resulted in numerous suspensions without benefit of a hearing. During Black History Week, high school students clashed with administrators over which community leaders should be allowed to speak at school assemblies. Polarization quickly deteriorated into disturbance, and disturbance into mass suspensions. Nine of the students brought suit in Federal court. The Supreme Court, by a split 5-4 vote, indicated that the civil rights of the students had been violated by school officials, even though they were acting within the 10-day limit set by the Ohio statute. (The Court, among other things, declared the Ohio statute unconstitutional.

Mr. Justice White wrote the majority opinion in which Justices Douglas, Brennan, Stewart, and Marshall joined. In order for the plaintiffs to win, they had to show that the opportunity to attend school was either a "liberty" or a "property" interest protected by the 14th amendment to the Constitution, and that the State, through its statute and action of public officials, had deprived them of such an interest without due process of law.

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* Reprinted from NASSP, A Legal Memorandum, June 1975

[1] Opinion No. 73-898, decided January 22, 1975, 95 S.C. 729.

While being careful not to contradict its holding in the Rodriguez[2] case that education was not a specific right under the U.S. Constitution, the Court maintained that it could be a property interest protected by the Constitution. Wrote Justice White in part:

> The 14th amendment forbids the state to deprive any person of life, liberty, or property without due process of law. Protected interests in property are normally "not created by the Constitution. Rather, they are created and their dimensions are defined" by an independent source such as state statutes or rules entitling the citizen to certain benefits. (Citing Board of Regents v. Roth, 408 U.S. 564, 577, 1972)

The Court went on:

> Although Ohio may not be constitutionally obligated to establish and maintain a public school system, it has nevertheless done so and has required its children to attend.

Citing the Tinker[3] case admonition that young people do not "shed their constitutional rights at the schoolhouse gate," Justice White wrote that Ohio must recognize a student's legitimate entitlement to a public education as a "property interest" which falls within the protection of the Due Process Clause. This interest "may not be taken away for misconduct without adherence to the minimum procedures required by that Clause," the opinion declared.

Liberty, too, is protected by the Due Process Clause. "Where a person's good name, reputation, honor, or integrity is at stake because of what the government is doing to him," he has recourse to the 14th Amendment's protections. If charges of misconduct are sustained and recorded, those charges could seriously damage the student's standing with his fellow pupils and teachers as well as interfere with later opportunities for higher education and employment. The state has set itself up to determine unilaterally and without process whether that misconduct has occurred. Such state action collides immediately with the requirements of the Constitution.

Minimum Procedures

Having decided that a student who is suspended for up to 10 days without a hearing is entitled to due process of law, the majority then turned its attention to what is meant by "minimum procedures." Justice White on this point wrote:

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[2] Rodriquez v. San Antonio Independent School District, 406 U.S. 1 (1973)
[3] Tinker v. Des Moines Independent School District, 393 U.S. 503 (1969)

> If the suspension is for 10 days, (this) is a serious event in the life of the suspended child. Neither the property interest in educational benefits temporarily denied nor the liberty interest in reputation, which is also implicated, is so insubstantial that suspensions may constitutionally be imposed by any procedure the school chooses, no matter how arbitrary.

"The very nature of due process negates any concept of inflexible procedures universally applicable to every imaginable situation," White said, which is tantamount to saying that each case must be decided on its own set of circumstances. While the Court ordinarily does not spell out a standardized procedure, it is surprisingly specific in this case:

> At the very minimum, therefore, students facing suspension and the consequent interferences with a protected property interest must be given <u>some</u> kind of notice and afforded <u>some</u> kind of hearing. (Emphasis, the Court's).....The student must be given oral or written notice of the charges against him, and, if he denies them, an explanation of the evidence the authorities have and an opportunity to present his side of the story. There need be no delay between the time "notice" is given and the time of the hearing. In most cases, the disciplinarian may informally discuss the alleged misconduct with the student minutes after it has occurred. We hold...that the student first be told what he is accused of doing and what the basis of the accusation is.

The majority went on to say, however, that there may be situation in which prior notice and hearing cannot be mandated. Those students whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be immediately removed from school. But in those cases, the necessary notice and "rudimentary hearing" should follow "as soon as practicable." And the more serious the charge, the more careful must the principal be in seeing that fundamental fairness is present at every step of the procedure.

The majority stopped short of insisting that the student must be given, as a matter of due process, the opportunity to secure counsel, to confront and cross-examine witnesses, or to call his own witnesses to verify his version of the incident.

> To impose in each case even truncated trial-type procedures might well overwhelm administrative facilities in many places, and, by diverting resources, cost more than it would save in educational effectiveness. Moreover, further formalizing the suspension process and escalating its formality and adversary nature may not only make it too costly as a regular disciplinary tool, but also destroy its effectiveness as part of the teaching process.

On the other hand, the Court noted that requiring the principal to permit the student to tell his side of the story "will provide a meaningful hedge against erroneous action. At least, the disciplinarian will be alerted to the existence of disputes about facts and arguments about cause and effect," thus reducing the chance of error.

The Court emphasized that its opinion here applied only to the short suspension, not exceeding 10 days. "Longer suspensions or expulsions for the remainder of the school term, or permanently, may require more formal procedures." Finally, the Court added, "there may even be situations involving only a suspension where the student is entitled to more than the rudimentary procedures outlined in this case."

Expulsion: Wood v. Strickland[4]

Approximately 30 days after the Goss decision, the Supreme Court ruled on an expulsion case. Because of the way in which the issues were presented to the Court, however, the question of what procedures were due the pupils involved was not discussed. The decision therefore throws little light on what the Court believes due process demands in a case of expulsion or long-term suspension. Three female students, all sophomores 16 years of age, admitted mixing three bottles of 3.2 beer into a soda pop lunch, bringing it to a school function, and serving the mixture, apparently without noticeable effect, to parents and teachers. By calculation, the punch contained no more than 0.91 percent alcohol, which plaintiffs claimed was insufficient to constitute a violation of the board's rule against serving an "intoxicating" beverage at school functions. The board did not try to prove that it was indeed "intoxicating," contending instead that it had meant to place its prohibition on alcoholic beverages all along, and that everyone including the plaintiffs knew it.

When rumors spread that the punch had been spiked by the plaintiffs, they were called in for discussion and confessed what they had done. The board subsequently held a meeting to which neither the students nor their parents were invited, and despite a plea for clemency by the principal, the board decided to suspend the offenders for the remainder of the year, a period of three months. At a second meeting two weeks later, at which the students were represented, the board refused to relent because their rule prescribed a mandatory expulsion for the offense. The original sentence was imposed, whereupon the students brought an action to block the board's decision. Later, the petition was amended to include financial damages against the board members as individuals under the Civil Rights Act of 1871 (42 U.S.C. Sec. 1983).

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[4]Opinion No. 73-1285, decided February 25, 1975, 95 S.C. 992

The District Court originally favored the school board on the grounds that the board members were immune from damages, but the Court of Appeals reversed, and also held that the board's failure to present any evidence that the punch was in fact "intoxicating" was a violation of the plaintiff's constitutional rights.

The case presented two issues to the Supreme Court: (1) Are school officials immune from liability for damages under Sec. 1983 without proof of malice on their part? (2) Do federal courts have the right to re-examine evidentiary qestions arising in school disciplinary questions, or the proper construction of school regulations?

Liability of School Officials

The Act in question was originally enacted by Congress to prevent racial discrimination after the Civil War. It provides that any person who, while acting in an official capacity, deprives another of his civil rights may be held liable in damages for such deprivation, or that the courts will recognize any other appropriate relief.

In the past few years, the Act has been widely invoked not only by pupils but also by teachers seeking injunctive relief against school boards, as in cases for reinstatement after suspension. There has been considerable disagreement, however, whether public officials can be held personally liable for damages unless it is proven that their action was based on malicious intent.

By a bare 5-4 majority, the Supreme Court decided that a showing of malice was not always required. Ignorance of what a student's constitutional rights are will not always serve as a defense in such cases, said the majority opinion, again written by Mr. Justice White. School officials are entitled to a "qualified" privilege against damages for wrongful acts while acting in good faith. However, school board members will not be considered absolutely immune to such payment if they knew, or reasonably should have known, that the actions they took would vilate the constitutional rights of a student, just as if they took the action with the malicious intention to cause a deprivation of some right to which the student was entitled.

The school board member who has "voluntarily" undertaken the task of supervising the operation of the school must be held to a "standard of conduct based not only on permissible intentions, but also on knowledge of the basic, unquestioned constitutional rights of his charges."

The Court tried, however, to make clear that a mere mistake in carrying out his duties should not make the board member liable. They are not..."charged with predicting the future course of constitutional law. A compensatory damages award will be appropriate only if the school board member has acted with such an impermissible motivation or with such disregard of the student's clearly established constitutional rights that his action cannot reasonably be characterized as being in good faith."

Scope of Judicial Review

"Scope of judicial review" may seem like a technical legal matter, and perhaps for this reason was largely ignored in reports by the general communications media. Simply put, it just means the degree to which courts are supposed to second-guess administrative decisions. And, in this case, it may have been as important to principals and other educators as the decision on money damages. On the specific point involved, the Supreme Court ruled unamimously that the Court of Appeals was wrong to conclude that the schools' regulation prohibiting the use or possession of intoxicating beverages could not be interpreted as it was by the board. More importantly, given the fact that there was evidence supporting the charge against the students, the Court of Appeals should not even have interfered. Speaking for the entire Court on this point, Justice White was very clear:

> It is not the role of the federal courts to set aside decisions of school administrators which the court may view as lacking a basis in wisdom or compassion. Public high school students do have substantive and procedural rights while at school. But Section 1893 does not extend the right to relitigate in federal court evidentiary questions arising in school disciplinary proceedings or the proper construction of school regulations. The system of public education that has evolved in this Nation relies necessarily upon the discretion and judgment of school administrators and school board members, and Section 1983 was not intended to be a vehicle for federal court correction of errors in the exercise of that discretion which do not rise to the level of violations of specific constitutional guarantees.

Conclusion

The Goss and Wood cases discussed in this Legal Memorandum may have far-reaching implications for principals and other educational administrators concerned with the regulation of student conduct. As darkly perceived by Justice Powell in his dissenting opinion in Goss:

> No one can foresee the ultimate frontiers of the new "thicket" the Court now enters. Today's ruling appears to sweep within the protected interest in education a multitude of discretionary decisions in the educational process.

On the other hand, the majority placed numerous conditions upon its requirements of minimal due process, and took great pains to make clear their intention of avoiding formal administrative procedures which would seriously hinder the school in the pursuit of its educational purposes.

In Wood, similarly, it is easy to share the forebodings of Justice Powell, again in dissent, on the Court's holding that school officials may be held liable for financial damages if they deprive a pupil of constitutional rights, even if it was done without malice, but only with some degree of recklessness. As Powell says in the last paragraph of his opinion:

> In view of today's decision significantly enhancing the possibility of personal liability, one must wonder whether qualified persons will continue in the desired numbers to volunteer for service in public education.

It should be noted, however, that this holding is also conditional. Board members are not to be held responsible for every innocent mistake. Moreover, the liability for damages assigned to board members by Wood has already been held to apply to principals and teachers, who are never accorded immunity as public officials. To the extent, therefore, that the Wood case makes school boards more cautious in the adoption of regulations which principals must administer--it may help keep principals out of court!

Recommendations

1. Expulsion or Long-Term Suspensions

The state law or board regulations are usually quite specific in what is required by way of due process; indeed in all of the states, only the board itself can expel a pupil. In absence of clear statutory or administrative requirements, it is best to accord at least the following:

a) written notice of the rules violated, the intention to expel, and the place, time, and circumstances of the hearing with sufficient time provided to prepare a defense;

b) full and fair hearing before an impartial adjudicator (not the person who collected the evidence;

c) right to legal counsel or some other adult representation;

d) opportunity to present witnesses or evidence in the accused pupil's behalf, and to cross-examine opposing witnesses;

d) some kind of written record (not necessarily verbatim) demonstrating that the decision was based on the evidence.

2. Short-term Suspensions

If nothing more is prescribed by statute or regulation, the Goss decision requires before actual suspension:

a) oral or written notification of the nature of the violation and the intended punishment;

b) "discussion" with the disciplinarian providing the pupil with an opportunity to tell his side of the story;

c) if the student denies the violation, an explanation of the evidence of the violation upon which the disciplinarian is relying. (The interview may follow by minutes the act which caused the reaction on the part of the school official.)

3. Financial Liability

To avoid financial liability under the Civil Rights Act of 1871 (usually referred to as Section 1983 of Title 42 of the U.S. Code):

a) make and enforce any rule which appears to abridge civil rights only after careful consideration. If at all possible, get the advice of counsel;

b) if a rule or its enforcement appears to abridge a pupil's civil rights, be certain that it is necessary, reasonably related to the school's purposes, and administered without discrimination.

c) set up fundamentally fair disciplinary procedures which meet the standards for suspension and expulsion described above;

d) make a reasonable attempt to keep up with court decisions governing student conduct in your jurisdiction.

This Legal Memorandum is based in large part upon an article by M. Chester Nolte, Chairman, Education Administration, University of Denver, and President of the National Organization on Legal Problems of Education (NOLPE).

Insurance: Another Source of Protection

While everyone wants to avoid even the threat of financial liability resulting from legal challenge, no educational administrator can be guaranteed that he will not be sued for some action he has taken. It is for this reason that NASSP makes professional liability insurance automatically available to all of its members. It provides protection not only for damages up to $300,000, but also reimbursement of reasonable legal expenses incurred in defense. In some cases additional protection may be provided through school district or state association policies as well.

Student Rights and Responsibilities

Codifying Student Rights and Responsibilities

Reho F. Thorum

Many states and large city school districts have developed codes outlining student rights and responsibilities in an all-out effort to avoid legal entanglements. This article explains the assumptions and definitions upon which standards have been established.

Until recent years, schools could base their control of student behavior at least partially upon the premise of *in loco parentis*. Recent court decisions, however, have supported a more liberal and humanistic approach based upon student constitutional rights.

Interpreting the Court Rulings

A review of State and Federal Court cases concerned with student rights during the years 1960-71 indicates that the courts were usually favorable to students in the categories of suspension and expulsion, and school attendance. Students were supported in cases relating to speakers and assemblies, and symbols of expression. In the categories of dress and grooming, and married students, the courts were divided. In the areas of search of school lockers, and fraternal and secret organizations, no case was ruled in favor of students. During this period there were 65 cases, or 41 percent, that were favorable to students, while 93 cases, or 59 percent, favored the school's point of view.

States and Systems Develop Codes

This constant attention and divergence of interpretation has resulted in various attempts to codify the standards and policies that relate to student conduct and behavior. In order to collect evidence of such codification, an inquiry was made of the 50 state boards of education and 50 school districts selected by random sampling as to their progress in pre-

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sary for the child's proper education." The Montgomery County (Md.) Public School Student Code "prohibits physical punishment" in the presence of the class.

Law Enforcement in Schools

Increasingly, schools are including in their student handbooks the legal limits of law enforcement in the schools. Often state statutes have, as incidents have arisen, attempted to define the responsibility of the police and school officials in working with students. In general, it is agreed that prudence and common sense should guide adults who are working with students in this particular area. The Los Angeles Student Code best sums up the trend on this subject when they state that the role of the police is "to protect and service the entire community."

There appears to be a trend for many schools to liberally interpret the rights of students to become active in school affairs. These schools are inviting students to attend faculty meetings, to become members of curriculum committees, and, in general, to become involved in all phases of the school program. An example of involving students is expressed in the Illinois State Student Code which states: "Students with due regard to maturity and experience should be permitted to advise school boards on the development of school policy." The Philadelphia Student Code confirms this approach: "Students shall have a voice in the formulation of school policies and decisions."

The Right to Search Lockers

The last stronghold of *in loco parentis* doctrine remains in the search and seizure phase of student rights. This especially is obvious in the right of school officials to search students' lockers and desks. Based upon the courts interpretation that lockers are public and not private property, school officials have reserved the right to search property in the school, even though it has been assigned to students. The South Dakota Student Code alerts students that school officials "not only have the right, but the duty, to inspect lockers." The Delaware Code encourages school officials to keep "a written record of any such action [locker search]."

Students' right to express themselves through publications and newspapers is based on responsible journalism. If school publications are free from libel, obscenities, or personal attacks, they may be printed without school interference. Students who respect these standards are allowed the opportunity to report the news and editorialize in the same manner as any other newspaper. The Ohio Department of Education Code alerts students that "they must assume full responsibility for the content" of a

publication. Some states support the belief, however, as stated in the Idaho State Student Code, that "newspapers printed by a journalism class for credit should [illegible] faculty supervision."

Freedom from enforced patriotism is one of the oldest of students' defined rights. Students are being allowed to refrain from patriotic ceremonies as long as they do not show disrespect to the Flag of the United States or do not prevent or encourage others to refrain from such activity.

A student's right to express himself through symbolic speech has been defined and supported by the United States Supreme Court. The only limitation that is imposed upon this right relies upon evidence that a disorder was caused or that there was an invasion of the rights of others. The New York Code sums these up by stating that "symbolic expression must not contain material which is obscene or libelous or which advocates racial or religious prejudice."

Access to Student Records

The status of student records is still in the process of interpretation. Until clearer guidelines are provided by the courts, the schools reserve the right to place limitations relative to who will have access to these records. These limitations are now being challenged by the new Family Rights and Privacy Act that the U.S. Congress endorsed. Schools are, as a result of this legislative mandate, now taking a hard look at their previous codes on this subject.

In the final analysis, the success of any written statement will depend upon how well the receiver understands the intent. It is here that school officials must use prudence, patience, and common sense in working with students. Also, care should be exerted to see that the written policies are reviewed and changed as the situations may arise; otherwise, they may become obsolete with little relationship to their original purpose.

you are following, if any, coincide with the state law prescriptions?

8. Is the Bible read in your school? Should a teacher continue to read from the Bible in light of *Schempp*? What effect is a school-board rule still requiring Bible reading?
9. Does your state have a silent meditation statute? Has it been challenged in the courts?
10. Does your school operate a "released-time" plan? If so, are the classes held on school property? Have any students or parents objected to the released-time program in your district?
11. Compare your released-time plan, if any, with the program operated in Champaign, and judge the validity of your own plan according to the elements found unconstitutional by the Court in the Champaign program.

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Chapter 14.

CONTROL OF STUDENTS' CONDUCT

Editorial Comment

Students have the responsibility to obey the school laws and the rules and regulations of the state and local governing officials; they have the duty to submit to the orders of their teachers and other school authorities. Failure to do so may result in corporal punishment, suspension, or expulsion. Corporal punishment usually falls within the scope of the teacher's authority; suspension and expulsion are usually within the discretionary powers of the school board. In the power to regulate students' conduct, the teacher stands *in loco parentis*; that is, the teacher is conditionally privileged to take disciplinary steps under certain circumstances and for certain purposes.

Corpus Juris Secundum (79 C.J.S. 493) gives the following explanation of the position of the teacher with regard to disciplinary control of students:

> As a general rule a school teacher, to a limited extent at least, stands *in loco parentis* to pupils under his charge, and may exercise such powers of control, restraint, and correction over them as may be reasonably necessary to enable him properly to perform his duties as teacher and accomplish the purposes of education, and is subject to such limitations and prohibitions as may be defined by legislative enactment. . . .

State statutes which deal with the corporal punishment of students are of several definite types. In the District of Columbia, Massachusetts, and New Jersey, corporal punishment is prohibited by law. Many local school districts have so ruled also, by school board regulation. In the absence of prohibitory legislation, state or local, a teacher may administer corporal punishment because he/she stands *in loco parentis*. There are certain common-law principles in this regard; *e.g.*, that the punishment be not unreasonable, nor excessive in view of the age and

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sex of the student, nor excessive in view of the gravity of the offense, nor administered maliciously. These common-law principles are either written into statutes or implied in more general statutory language. Recent United States Supreme Court decisions have included extensive reviews of these common-law principles in upholding the use of corporal punishment against challenges that it is unconstitutional.

Almost all states have laws forbidding cruelty to children, and if corporal punishment administered by a school teacher be excessive or administered with a dangerous instrument or in an improper manner, the teacher is liable to apprehension under such laws which usually provide a penalty of a fine or imprisonment.

A third type of law bearing on the teacher's authority consists of sanctions for moderate and reasonable punishment through the definition of assault and battery or homicide in the penal codes of a number of states. These laws define assault and battery as the use of force or violence upon or toward another person, with the proviso that force or violence shall not be considered assault and battery when committed in certain instances, including the lawful exercise of authority to restrain a student. Even death of a student resulting from corporal punishment may be excused in law if the teacher's conduct was within limits set forth in certain statutes defining homicide.

Thus a teacher who chastises a student may be subject to dismissal for violation of a school law or school-board regulation in some districts; is subject to fine or imprisonment and to a civil action by the parent of the student, if the punishment is unreasonable, malicious, or otherwise unlawful.

Another disciplinary measure is suspension or expulsion. Students may be expelled from school for violation of reasonable rules and regulations of the school board. Usually a teacher, principal, or superintendent may suspend a student temporarily only—action of the school board being necessary to expel a student. Parents rarely challenge the right of a school board to suspend a student temporarily for violation of a school-board rule, but when a student is expelled the parents must send the child to a private school because of the compulsory attendance law. Therefore, parents frequently challenge the right of the school board to expel children for violation of rules which the student or their parents consider unreasonable. Until the United States Supreme Court spoke in 1943, students could be expelled for refusal to salute the American flag. School-board rules and state laws forbidding membership in high-school fraternities have also been before the courts many times.

Increasingly, the courts have been faced with cases in which students have been disciplined for violation of school rules regarding dress, length of hair, and participation in demonstrations. In several of these cases, the courts must balance the authority of the school boards to govern the schools and the constitutional rights of the students. In other cases, the courts struggle with the school boards' authority (and the traditional reluctance of courts to set themselves up as "school boards" by substituting their judgment for the boards') and the recognition of the seriousness of denying students an education by expulsion or suspension.

Where constitutional rights of students are involved, as in *Tinker*, they must be protected. In such cases, school authorities must show that the prohibition is to prevent a substantial disruption or material interference with school activities.

In those cases involving dress and haircuts, the courts remain reluctant to say that school boards do not have the right to regulate this aspect of student behavior. It seems clear, however, that boards must show that the rules and regulations are related to the educational process and that the severity of disciplinary action taken is related to the type of infringement. Also important is providing procedural due process—hearings and the like—to those students who may be suspended or expelled. Thus it is that the courts are recognizing what educators have long maintained: Public education is essential to all and it must not be arbitrarily denied.

Statutory Material

New Jersey Statutes Annotated, sec. 18A:6-1.

No person employed or engaged in a school or educational institution, whether public or private, shall inflict or cause to be inflicted corporal punishment upon a pupil attending such school or institution. But any such person may, within the scope of his employment, use and apply such amounts of force as is reasonable and necessary: (1) to quell a disturbance, threatening physical injury to others; (2) to obtain possession of weapons or other dangerous objects upon the person or within the control of a pupil; (3) for the purpose of self-defense; and (4) for the protection of persons and property; and such acts, or any of them shall not be construed to constitute corporal punishment within the meaning and intendment of this section. Every resolution, by-law, rule, ordinance, or other act or

authority permitting or authorizing corporal punishment to be indicted upon a pupil attending a school or educational institution shall be void.

Burns Indiana Statutes Annotated, sec. 34-14-3-1.

Any person who shall cruelly ill-treat, abuse, overwork or inflict unnecessary cruel punishment upon any person under the age of eighteen [18] years, and any person having the care, custody or control of any person under the age of eighteen [18] years who shall wilfully abandon or neglect the same, shall be guilty of a misdemeanor, and upon conviction thereof by any justice of the peace . . . shall be fined not less than five dollars [$5] nor more than fifty dollars [$50] for each offense to which may be added imprisonment not exceeding thirty [30] days.

Code of Virginia, sec. 22-231.1.

In the maintenance of order and discipline, and in the exercise of a sound discretion, a principal or teacher in a public school or a school maintained by the state, may administer reasonable corporal punishment on a pupil under his authority, provided he acts in good faith and such punishment is not excessive.

Statutory note. These three statutes are illustrative of the way corporal punishment is treated by legislatures. Virginia permits it, if it is reasonable and not excessive; in New Jersey, it is prohibited. Prior to 1964, the New Jersey statute simply prohibited corporal punishment. The statute was then amended to delineate the circumstances under which reasonable force could be used without it being judged corporal punishment. This amendment is obviously in response to the problems faced in some schools by teachers and administrators in handling difficult situations. Without such an amendment, the New Jersey statute could have been interpreted to prohibit school personnel from laying a hand on a student, despite the circumstances. The Indiana law is a child-abuse statute.

Case Material

Suits v. *Glover*, 260 Ala. 449, 71 So. (2d) 49 (Alabama, 1954). [Assault and battery charged on ground of corporal punishment.]

Tort action by appellant, a schoolboy suing by his father as next friend, against appellee, a former schoolteacher, claiming damages in three counts of the complaint for assault and battery. A jury trial was had resulting in a verdict in favor of appellee. . . .

There was no conflict but that certain punishment was administered to the appellant, a school pupil, by the appellee, a schoolmaster. The evidence was, however, conflicting as to the type of instrument used to administer the punishment; the appellant's evidence tending to show that he was whipped with a slat from an apple crate and the appellee's evidence tending to show that the instrument used was a ping-pong paddle, commonly used by the school for administering such punishment. There was evidence that the appellee was responsible for maintaining order and discipline and to administer corporal punishment as was deemed necessary as punishment for infractions of the school rules. Further, there was evidence of an infraction of the school rules by the appellant, the nature of which was insubordination and scuffling in the school hall. The appellant's medical expert testified that in his opinion there was no permanent injury and the evidence showed that the appellant remained in school the remainder of the school day the incident occurred (February 22nd) and did not miss any time from school, at least until March 9th, except the day following the incident (February 23rd). The evidence further showed that the appellant was eight and a half years old, well developed, fat and in good health; and there was evidence warranting the inference that the appellee was in no wise angry or aggravated with the appellant when he administered the spanking. The evidence was also conflicting on the issue of the severity of the punishment, the appellee's evidence tending to show that the appellant was paddled on his buttocks only, the skin was not broken, and approximately only five licks were administered.

A schoolmaster is regarded as standing in *loco parentis* and has the authority to administer moderate correction to pupils under his care. To be guilty of an assault and battery, the teacher must not only inflict on the child immoderate chastisement, but he must do so with legal malice or wicked motives or he must inflict some permanent injury. In determining the reasonableness of the punishment or the extent of malice, proper matters for consideration are the instrument used and the nature of the offense committed by the child, the age and physical condition of the child, and the other attendant circumstances. . . .

It appears from the foregoing there was evidence which, if believed by the jury, justified the verdict and we conclude that the trial court committed no error.

Case note. Exasperated as a teacher might be by the inattention and vagrancies of a class, he/she must remember that the court will think of the individual student only and not recognize that the annoyance the teacher feels in a particular instance is multiplied many times in a school day. Punishment should never be motivated by anger or malice. If anger or malice can be proved, the other principles of common law with regard to reasonable punishment of students are of no avail as defense.

In this case there was no evidence of exasperation or malice on the part of the teacher. Therefore, the court could decide the issue on

the common-law standards of reasonable punishment that may be inflicted by a teacher on a student. The instrument used and the severity of the punishment were the deciding factors. Although the evidence was conflicting, there was sufficient evidence, said the appellate court, for the jury to decide in favor of the teacher.

Ingraham v. *Wright*, 97 S. Ct. 1401 (1977). [Corporal punishment as violation of Eighth Amendment and Due Process Clause.]

This case presents questions concerning the use of corporal punishment in public schools: first, whether the paddling of students as a means of maintaining school discipline constitutes cruel and unusual punishment in violation of the Eighth Amendment; and second, to the extent that paddling is constitutionally permissible, whether the Due Process Clause of the Fourteenth Amendment requires prior notice and an opportunity to be heard.

I

. . . . . .

Petitioners' evidence may be summarized briefly. In the 1970-1971 school year many of the 237 schools in Dade County used corporal punishment as a means of maintaining discipline pursuant to Florida legislation and a local school board regulation. The statute then in effect authorized limited corporal punishment by negative inference, proscribing punishment which was "degrading or unduly severe" or which was inflicted without prior consultation with the principal or the teacher in charge of the school. Fla. Stat. Ann. § 232.27 (1961).[1] The regulation, Dade County School Board

1. In the 1970-1971 school year, § 232.27 provided:

> Each teacher or other member of the staff of any school shall assume such authority for the control of pupils as may be assigned to him by the principal and shall keep good order in the classroom and in other places in which he is assigned to be in charge of pupils, but he shall not inflict corporal punishment before consulting the principal or teacher in charge of the school, and in no case shall such punishment be degrading or unduly severe in its nature. . . .

Effective July 1, 1976, the Florida Legislature amended the law governing corporal punishment. Section 232.27 now reads:

> Subject to law and to the rules of the district school board, each teacher or other member of the staff of any school shall have such authority for the control and discipline of students as may be assigned to him by the principal or his designated representative and shall keep good order in the classroom and in other places in which he is assigned to be in charge of students. If a teacher feels that corporal punishment is necessary, at least the following procedures shall be followed:
>
> (1) The use of corporal punishment shall be approved in principle by the principal before it is used, but approval is not necessary for each specific instance in which it is used.
>
> (2) A teacher or principal may administer corporal punishment only in the presence of another adult who is informed beforehand, and in the student's presence, of the reason for the punishment.
>
> (3) A teacher or principal who has administered punishment shall, upon request, provide the pupil's parent or guardian with a written explanation of the reason for the punishment and the name of the other adult who was present.

Fla. Stat. Ann. § 232.27 (1977) (codifier's notation omitted). Corporal punishment is now defined as "the moderate use of physical force or physical contact by a teacher or principal as may be necessary to maintain discipline or to enforce schools rules." § 228.041 (28). The local school boards are expressly authorized to adopt rules governing student conduct and discipline and are directed to make available codes of student conduct. § 230.23 (6). Teachers and principals are given immunity from civil and criminal liability for enforcing disciplinary rules, "[e]xcept in the case of excessive force or cruel and unusual punishment. . . ." § 232.275.

2. In the 1970-1971 school year, Policy 5144 authorized corporal punishment where the failure of other means of seeking cooperation from the student made its use necessary. The regulation specified that the principal should determine the necessity for corporal punishment, that the student should understand the seriousness of the offense and the reason for the punishment, and that the punishment should be administered in the presence of another adult in circumstances not calculated to hold the student up to shame or ridicule. The regulation cautioned against using corporal punishment against a student under psychological or medical treatment, and warned that the person administering the punishment "must realize his own personal liabilities" in any case of physical injury. App. 17.

While this litigation was pending in the District Court, the Dade County School Board amended Policy 5144 to standardize the size of the paddles used in accordance with the description in the text, to proscribe striking a child with a paddle elsewhere than on the buttocks, to limit the permissible number of "licks" (five for elementary and intermediate grades and seven for junior and senior grades), and to require a contemporaneous explanation of the need for the punishment to the student and a subsequent notification to the parents.

Policy 5144, contained explicit directions and limitations.[2] The authorized punishment consisted of paddling the recalcitrant student on the buttocks with a flat wooden paddle measuring less than two feet long, three to four inches wide, and about one-half inch thick. The normal punishment was limited to one to five "licks" or blows with the paddle and resulted in no apparent physical injury to the student. School authorities viewed corporal punishment as a less drastic means of discipline than suspension or expulsion. Contrary to the procedural requirements of the statute and regulation, teachers often paddled students on their own authority without first consulting the principal.

Petitioners focused on Drew Junior High School, the school in which both Ingraham and Andrews were enrolled in the fall of 1970. In an apparent reference to Drew, the District Court found that "[t]he instances of punishment which could be characterized as severe, accepting the students' testimony as credible, took place in one junior high school." . . .

The evidence, consisting mainly of the testimony of 16 students, suggests that the regime at Drew was exceptionally harsh. The testimony of Ingraham and Andrews, in support of their individual claims for damages, is illustrative. Because he was slow to respond to his teacher's instructions, Ingraham was subjected to more than 20 licks with a paddle while being held over a table in the principal's office. The paddling was so severe that he suffered a hematoma requiring medical attention and keeping him out of school for 11 days. Andrews was paddled several times for minor infractions. On two occasions he was struck on his arms, once depriving him of the full use of his arm for a week.

The District Court made no findings on the credibility of the students' testimony. Rather, assuming their testimony to be credible, the court found no constitutional basis for relief. With respect to count three, the class action, the court concluded that the punishment authorized and practiced generally in the county schools violated no constitutional right. . . . With respect to counts one and two, the individual damage actions, the court concluded that while corporal punishment could in some cases violate the Eighth Amendment, in this case a jury could not lawfully find "the elements of severity, arbitrary infliction, unacceptability in terms of contemporary standards, or gross disproportion which are necessary to bring 'punishment' to the constitutional level of 'cruel and unusual punishment.' " . . .

A panel of the Court of Appeals voted to reverse. . . . Upon rehearing, the en banc court . . . affirmed the judgment of the District Court. . . .

. . . . . .

We granted certiorari, limited to the questions of cruel and unusual punishment and procedural due process. . . .

II

. . . . . .

The use of corporal punishment in this country as a means of disciplining schoolchildren dates back to the colonial period. It has survived the transformation of primary and secondary education from the colonials' reliance on optional private arrangements to our present system of compulsory education and dependence on public schools. Despite the general abandonment of corporal punishment as a means of punishing criminal offenders, the practice continues to play a role in the public education of school children in most parts of the country. Professional and public opinion is sharply divided on the practice, and has been for more than a century. Yet we can discern no trend toward its elimination.

At common law a single principle has governed the use of corporal punishment since before the American Revolution: teachers may impose reasonable but not excessive force to discipline a child. . . . The basic doctrine has not changed. The prevalent rule in this country today privileges such force as a teacher or administrator "reasonably believes to be necessary for [the child's] proper control, training, or education." . . . To the extent that the force is excessive or unreasonable, the educator in virtually all States is subject to possible civil and criminal liability.

Although the early cases viewed the authority of the teacher as deriving from the parents, the concept of parental delegation has been replaced by the view—more consonant with compulsory education laws—that the State itself may impose such corporal punishment as is reasonably necessary "for the proper education of the child and for the maintenance of group discipline." . . . All of the circumstances are to be taken into account in determining whether the punishment is reasonable in a particular case. Among the most important considerations are the seriousness of the offense, the attitude and past behavior of the child, the nature and severity of the punishment, the age and strength of the child, and the availability of less severe but equally effective means of discipline. . . .

Of the 23 States that have addressed the problem through legislation, 21 have authorized the moderate use of corporal punishment in public schools. Of these States only a few have elaborated on the common law test of reasonableness, typically providing for approval or notification of the child's parents, or for infliction of punishment only by the principal or in the presence of an adult witness. Only two States, Massachusetts and New Jersey, have prohibited all corporal punishment in their public schools. Where the legislatures have not acted, the state courts have uniformly preserved the common law rule permitting teachers to use reasonable force in disciplining children in their charge.

Against this background of historical and contemporary approval of reasonable corporal punishment, we turn to the constitutional questions before us.

III

The Eighth Amendment provides, "Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted." Bail, fines and punishment traditionally have been associated with the criminal process, and by subjecting the three to parallel limitations the text of the Amendment suggests an intention to limit the power of those entrusted with the criminal law function of government. An examination of the history of the Amendment and the decisions of this Court construing the proscription against cruel and unusual punishment confirms that it was designed to protect those convicted of crimes. We adhere to this long-standing limitation and hold that the Eighth Amendment does not apply to the paddling of children as a means of maintaining discipline in public schools.

A

The history of the Eighth Amendment is well known. . . .

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At the time of its ratification, the original Constitution was criticized in the Massachusetts and Virginia Conventions for its failure to provide any protection for persons convicted of crimes. This criticism provided the impetus for inclusion of the Eighth Amendment in the Bill of Rights. . .

B

In light of this history, it is not surprising to find that every decision of this Court considering whether a punishment is "cruel and unusual" within the meaning of the Eighth and Fourteenth Amendments has dealt with a criminal punishment. . . .

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In the few cases where the Court has had occasion to confront claims that impositions outside the criminal process constituted cruel and unusual punishment, it has had no difficulty finding the Eighth Amendment inapplicable. . . .

C

Petitioners acknowledge that the original design of the Cruel and Unusual Punishments Clause was to limit criminal punishments, but urge nonetheless that the prohibition should be extended to ban the paddling of school children. Observing that the Framers of the Eighth Amendment could not have envisioned our present system of public and compulsory education, with its opportunities for noncriminal punishments, petitioners contend that extension of the prohibition against cruel punishments is necessary lest we afford greater protection to criminals than to schoolchildren. It would be anomalous, they say, if schoolchildren could be beaten without constitutional redress, while hardened criminals suffering the same beatings at the hands of their jailors might have a valid claim under the Eighth Amendment. . . . Whatever force this logic may have in other settings, we find it an inadequate basis for wrenching the Eighth Amendment from its historical context and extending it to traditional disciplinary practices in the public schools.

The prisoner and the schoolchild stand in wholly different circumstances, separated by the harsh facts of criminal conviction and incarceration. The prisoner's conviction entitles the State to classify him as a "criminal," and his incarceration deprives him of the freedom "to be with family and friends and to form the other enduring attachments of normal life." . . .

The schoolchild has little need for the protection of the Eighth Amendment. Though attendance may not always be voluntary, the public school remains an open institution. Except perhaps when very young, the child is not physically restrained from leaving school during school hours; and at the end of the school day, the child is invariably free to return home. Even while at school, the child brings with him the support of family and friends and is rarely apart from teachers and other pupils who may witness and protest any instances of mistreatment.

The openness of the public school and its supervision by the community afford significant safeguards against the kinds of abuses from which the Eighth Amendment protects the prisoner. In virtually every community where corporal punishment is permitted in the schools, these safeguards are reinforced by the legal constraints of the common law. Public school teachers and administrators are privileged at common law to inflict only such corporal punishment as is reasonably necessary for the proper education and discipline of the child; any punishment going beyond the privilege may result in both civil and criminal liability. As long as the schools are open to public scrutiny, there is no reason to believe that the common law constraints will not effectively remedy and deter excesses such as those alleged in this case.

We conclude that when public school teachers or administrators impose disciplinary corporal punishment, the Eighth Amendment is inapplicable. The pertinent constitutional question is whether the imposition is consonant with the requirements of due process.

IV

The Fourteenth Amendment prohibits any State deprivation of life, liberty or property without due process of law. Application of this prohibition requires the familiar two-stage analysis: we must first ask whether the asserted individual interests are encompassed within the Fourteenth Amendment's protection of "life, liberty or property"; if protected interests are implicated, we then must decide what procedures constitute "due process of law." . . .

A

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The Due Process Clause of the Fifth Amendment, later incorporated into the Fourteenth, was intended to give Americans at least the protection against governmental power that they had enjoyed as Englishmen against the power of the Crown. . . . Among the historic liberties so protected was a right to be free from, and to obtain judicial relief for, unjustified intrusions on personal security.

While the contours of this historic liberty interest in the context of our federal system of government have not been defined precisely, they always have been thought to encompass freedom from bodily restraint and punishment. . . . It is fundamental that the state cannot hold and physically punish an individual except in accordance with due process of law.

This constitutionally protected liberty interest is at stake in this case. There is, of course, a *de minimis* level of imposition with which the Constitution is not concerned. But at least where school authorities, acting under color of state law, deliberately decide to punish a child for misconduct by restraining the child and inflicting appreciable physical pain, we hold that Fourteenth Amendment liberty interests are implicated.

B

"[T]he question remains what process is due." . . . Were it not for the common law privilege permitting teachers to inflict reasonable corporal punishment on children in their care, and the availability of the traditional remedies for abuse, the case for requiring advance procedural safeguards would be strong indeed.[3] But here we deal with a punishment—paddling—

3. If the common law privilege to inflict reasonable corporal punishment in school were inapplicable, it is doubtful whether any procedure short of a trial in

within that tradition, and the question is whether the common law remedies are adequate to afford due process. . . .

The concept that reasonable corporal punishment in school is justifiable continued to be recognized in the laws of most States. . . . It represents "the balance struck by this country," . . . between the child's interest in personal security and the traditional view that some limited corporal punishment may be necessary in the course of a child's education. Under that longstanding accommodation of interests, there can be no deprivation of substantive rights as long as disciplinary corporal punishment is within the limits of the common law privilege.

This is not to say that the child's interest in procedural safeguards is insubstantial. The school disciplinary process is not "a totally accurate, unerring process, never mistaken and never unfair. . . ." In any deliberate infliction of corporal punishment on a child who is restrained for that purpose, there is some risk that the intrusion on the child's liberty will be unjustified and therefore unlawful. In these circumstances the child has a strong interest in procedural safeguards that minimize the risk of wrongful punishment and provide for the resolution of disputed questions of justification.

. . . . . .

2

Florida has continued to recognize, and indeed has strengthened by statute, the common law right of a child not to be subjected to excessive corporal punishment in school. Under Florida law the teacher and principal of the school decide in the first instance whether corporal punishment is reasonably necessary under the circumstances in order to discipline a child who has misbehaved. But they must exercise prudence and restraint. For Florida has preserved the traditional judicial proceedings for determining whether the punishment was justified. If the punishment inflicted is later found to have been excessive—not reasonably believed at the time to be necessary for the child's discipline or training—the school authorities inflicting it may be held liable in damages to the child and, if malice is shown, they may be subject to criminal penalties.

Although students have testified in this case to specific instances of abuse, there is every reason to believe that such mistreatment is an aberration. The uncontradicted evidence suggests that corporal punishment in the Dade County schools was, "[w]ith the exception of a few cases . . . unremarkable in physical severity." . . . Moreover, because paddlings are usually inflicted in response to conduct directly observed by teachers in their presence, the risk that a child will be paddled without cause is typically insignificant. In the ordinary case, a disciplinary paddling neither threatens seriously to violate any substantive rights nor condemns the child "to suffer grievous loss of any kind." . . .

In those cases where severe punishment is contemplated, the available civil and criminal sanctions for abuse—considered in light of the openness

a criminal or juvenile court could satisfy the requirements of procedural due process for the imposition of such punishment. . . .

of the school environment—afford significant protection against unjustified corporal punishment. . . . Teachers and school authorities are unlikely to inflict corporal punishment unnecessarily or excessively when a possible consequence of doing so is the institution of civil or criminal proceedings against them.

It still may be argued, of course, that the child's liberty interest would be better protected if the common law remedies were supplemented by the administrative safeguards of prior notice and a hearing. We have found frequently that some kind of prior hearing is necessary to guard against arbitrary impositions on interests protected by the Fourteenth Amendment. . . . But where the State has preserved what "has always been the law of the land," . . . the case for administrative safeguards is significantly less compelling.

. . . . . .

3

But even if the need for advance procedural safeguards were clear, the question would remain whether the incremental benefit could justify the cost. Acceptance of petitioners' claims would work a transformation in the law governing corporal punishment in Florida and most other States. Given the impracticability of formulating a rule of procedural due process that varies with the severity of the particular imposition, the prior hearing petitioners seek would have to precede *any* paddling, however moderate or trivial.

Such a universal constitutional requirement would significantly burden the use of corporal punishment as a disciplinary measure. Hearings—even informal hearings—require time, personnel, and a diversion of attention from normal school pursuits. School authorities may well choose to abandon corporal punishment rather than incur the burdens of complying with the procedural requirements. Teachers, properly concerned with maintaining authority in the classroom, may well prefer to rely on other disciplinary measures—which they may view as less effective—rather than confront the possible disruption that prior notice and a hearing may entail. Paradoxically, such an alteration of disciplinary policy is most likely to occur in the ordinary case where the contemplated punishment is well within the common law privilege.

Elimination or curtailment of corporal punishment would be welcomed by many as a societal advance. But when such a policy choice may result from this Court's determination of an asserted right to due process, rather than from the normal processes of community debate and legislative action, the societal costs cannot be dismissed as insubstantial. We are reviewing here a legislative judgment, rooted in history and reaffirmed in the laws of many States, that corporal punishment serves important educational interests. This judgment must be viewed in light of the disciplinary problems commonplace in the schools. As noted in *Goss* v. *Lopez*, . . . "[e]vents calling for discipline are frequent occurrences and sometimes require immediate, effective action." Assessment of the need for, and the appropriate means of maintaining, school discipline is committed generally to the discretion of school authorities subject to state law. "[T]he court has

repeatedly emphasized the need for affirming the comprehensive authority of the States and of school officials, consistent with fundamental constitutional safeguards, to prescribe and control conduct in the schools." *Tinker* v. *Des Moines School District*. . . .

. . . In view of the low incidence of abuse, the openness of our schools, and the common law safeguards that already exist, the risk of error that may result in violation of a schoolchilds' substantive rights can only be regarded as minimal. Imposing additional administrative safeguards as a constitutional requirement might reduce that risk marginally, but would also entail a significant intrusion into an area of primary educational responsibility. We conclude that the Due Process Clause does not require notice and a hearing prior to the imposition of corporal punishment in the public schools, as that practice is authorized and limited by the common law.

V

Petitioners cannot prevail on either of the theories before us in this case. The Eighth Amendment's prohibition against cruel and unusual punishments is inapplicable to school paddlings, and the Fourteenth Amendment's requirement of procedural due process is satisfied by Florida's preservation of common law constraints and remedies. We therefore agree with the Court of Appeals that petitioners' evidence affords no basis for injunctive relief, and that petitioners cannot recover damages on the basis of any Eighth Amendment or procedural due process violation.

Affirmed.

Dissenting opinion: The Eighth Amendment places a flat prohibition against the infliction of "cruel and unusual punishments." This reflects a societal judgment that there are some punishments that are so barbaric and inhumane that we will not permit them to be imposed on anyone, no matter how opprobrious the offense. . . . If there are some punishments that are so barbaric that they may not be imposed for the commission of crimes, designated by our social system as the most thoroughly reprehensible acts an individual can commit, then *a fortiori*, similar punishments may not be imposed on persons for less culpable acts, such as breaches of school discipline. Thus, if it is constitutionally impermissible to cut off someone's ear for the commission of murder, it must be unconstitutional to cut off a child's ear for being late to class. Although there were no ears cut off in this case, the record reveals beatings so severe that if they were inflicted on a hardened criminal for the commission of a serious crime, they might not pass constitutional muster.

. . . . . .

The issue presented in this phase of the case is limited to whether corporal punishment in public schools can *ever* be prohibited by the Eighth Amendment. I am therefore not suggesting that spanking in the public schools is in every instance prohibited by the Eighth Amendment. My own view is that it is not. I only take issue with the extreme view of the majority that corporal punishment in public schools, no matter how barbaric, inhumane, or severe, is never limited by the Eighth Amendment. Where corporal punishment becomes so severe as to be unacceptable in a civilized society, I can see no reason that it should become any more acceptable just because it is inflicted on children in the public schools.

. . . . . .

In *Goss* v. *Lopez*, . . . the Court applied this principle to the school disciplinary process, holding that a student must be given an informal opportunity to be heard before he is finally suspended from public school.

> *Disciplinarians, although proceeding in utmost good faith, frequently act on the reports and advice of others*; and the controlling facts and the nature of the conduct under challenge are often disrupted. *The risk of error is not at all trivial*, and it should be guarded against if that may be done without prohibitive cost or interference with the educational process. *Id.*, at 580. (Emphasis added.)

To guard against this risk of punishing an innocent child, the Due Process Clause requires, not an "elaborate hearing" before a neutral party, but simply "an informal give-and-take between student and disciplinarian" which gives the student "an opportunity to explain his version of the facts." . . .

The Court now holds that these "rudimentary precautions against unfair or mistaken findings of misconduct," . . . are not required if the student is punished with "appreciable physical pain" rather than a suspension, even though both punishments deprive the student of a constitutionally protected interest. Although the respondent school authorities provide absolutely *no* process to the student before the punishment is finally inflicted, the majority concludes that the student is nonetheless given due process because he can later sue the teacher and recover damages if the punishment was "excessive."

This tort action is utterly inadequate to protect against erroneous infliction of punishment for two reasons. First, under Florida law, a student punished for an act he did not commit cannot recover damages from a teacher "proceeding in utmost good faith . . . on the reports and advice of others," . . . the student has no remedy at all for punishment imposed on the basis of mistaken facts, at least as long as the punishment was reasonable from the point of view of the disciplinarian, uninformed by any prior hearing. . . .

Second, and more important, even if the student could sue for good faith error in the infliction of punishment, the lawsuit occurs after the punishment has been finally imposed. The infliction of physical pain is final and irreparable; it cannot be undone in a subsequent proceeding. . . .

The majority's conclusion that a damage remedy for excessive corporal punishment affords adequate process rests on the novel theory that the State may punish an individual without giving him any opportunity to present his side of the story, as long as he can later recover damages from a state official if he is innocent. The logic of this theory would permit a State that punished speeding with a one-day jail sentence to make a

driver serve his sentence first without a trial and then sue to recover damages for wrongful imprisonment.

Case note. The Court split sharply on this issue, five to four. In a decision two years before, the Court affirmed a lower court's decision that corporal punishment could be administered over parental objections. However, the Eighth Amendment and procedural due process issues were not reached, as here. *Baker* v. *Owen*, 423 U.S. 907 (1975). It is difficult to reconcile this case on the due process issue with *Goss* v. *Lopez*, included later in this chapter. The dissent noted that, under *Goss*, due process is required prior to suspension, but it is not required prior to corporal punishment. The majority cited *Goss* in a footnote, stating:

> Unlike *Goss* . . . , this case does not involve the state-created property interest in public education. The purpose of corporal punishment is to correct a child's behavior without interrupting his education. That corporal punishment may, in a rare case, have the unintended effect of temporarily removing a child from school affords no basis for concluding that the practice itself deprives students of property protected by the Fourteenth Amendment.

The majority did state that "Fourteenth Amendment liberty interests are implicated" in the case, but held that the common law remedies were sufficient to protect those interests.

Anderson et al. v. *State*, 84 Ga. App. 259, 65 S.E. (2d) 848 (Georgia, 1951). [Expulsion for refusal to be vaccinated.]

The undisputed evidence on the trial of the case was that the defendants' children were by them enrolled in Collins High School in Tattnall County at the beginning of the school term and remained for about seven days; that at that time the county nurse under the direction of the County Board of Education attempted to vaccinate the children against certain contagious diseases, to which the defendants objected on the ground that it was against their religious beliefs; that they do not believe in taking vaccine or immunization against disease but do believe in divine healing through faith; that the matter was taken up at a meeting of the County Board of Education, which indicated its willingness to dispense temporarily with the vaccination requirement if the parents and pastor of their church signed a certificate stating that their religious sect was opposed to the use of medicine in the treatment of disease; that the pastor refused to sign this certificate on the ground that the opposition to the use of medicine and immunization were not a part of the church creed, but a belief embraced by certain of its members individually, including these defendants; that the parents were notified to put their children in school; that

the children came back to school but were not allowed to be vaccinated, whereupon the teachers were ordered not to accept them until they were vaccinated; that they returned home and have not attended school since. The defendant made a statement in which he contended that he was being tried on a religious issue; that it was his individual belief that healing is through faith and not by medicine, and that it was not his intention to violate the law.

. . . Code, sec. 32-911, as amended by the Act of 1946, Ga. L. 1946, pp. 206, 207, provides as follows: "The boards of education of each county and independent school system may make such regulations as in their judgment shall seem requisite to insure the vaccination of the pupils in their respective schools and may require all scholars or pupils to be vaccinated as a prerequisite to admission to their respective schools." Similar statutes have been widely held to be valid delegations of legislative power to the designated county or municipal authorities for the purpose of requiring vaccination as a prerequisite to school attendance, or as a health measure. . . . Here, the following excerpt from the minutes of the Tattnall County Board of Education was admitted in evidence without objection: "The superintendent reported that the County Board of Health has requested the County Board of Education to require children entering school to take the immunizations for smallpox, diphtheria and typhoid at least. Mr. Rabun moved that as a requisite to the further attending of any pupil in school [he] be required to take the immunization of all infectious diseases required by the County Board of Health. This . . . was carried." The objection appears to be, not to the sufficiency of evidence of the resolution of the county board of education, but because of a failure to show any immunization requirements of the county board of health. Since Code Ann. Supp. sec. 32-911, supra, empowers the board of education without regard to any rules or regulations promulgated by the board of health to require as prerequisite to admission in the public schools over which it has jurisdiction the vaccination of children, the fact that its action was taken here pursuant to a request by the county board of health is immaterial. The board of education could have taken the same.

The defendant further contends that the court, even without request, should have charged Art. I, Sec. I, Par. XII of the Constitution of Georgia, Code § 2-112, as follows: "All men have the natural and inalienable right to worship God, each according to the dictates of his own conscience, and no human authority should, in any case, control or interfere with such right of conscience." The defendants contend that they are members of a religious sect which permits them to choose for themselves the application of the tenets of their sect; that they interpret their religious instruction to mean that they should not use medicinal aids; that this is a part of their religion and to deprive them of it is to deprive them of their freedom of worship; that they do not wish to deprive their children of an education but when forced to make a choice between depriving them of an education and allowing them to receive medical treatment they must choose the former. The ill effects of contagious disease, and its power to wipe out entire populations, is a matter of history. Many of these scourges of the past have been completely dissipated by the preventive methods of

medical science. The purpose of the legislature in passing the statute embodied in Code Supp. § 32-911 was to prevent the spread of these diseases, not only for the protection of those actually immunized but for the protection of others with whom they might come in contact. The refusal of the defendants here to have their children vaccinated amounted to a transgression of the rights of others.

Liberty of conscience is one thing. License to endanger the lives of others by practices contrary to statutes passed for the public safety and in reliance upon modern medical knowledge is another. The validity of the statute is not questioned, and the wisdom of the legislative enactment is not a matter for the decision either of this court or of any individual citizen. The opinion of the defendants that they should practice healing without the aid of medicine is not a legal justification for refusal to abide by the statutes of this state and regulations passed pursuant thereto, and for this reason freedom of worship was not an issue in the case. The failure of the court to charge on this subject was not error.

Code Supp. § 32-2104 imposes upon parents of children between the ages of seven and sixteen years the duty of enrolling and sending such children to a public or private school. Code Supplement § 32-9914 fixes the penalty for noncompliance with this duty. As hereinbefore pointed out, Code and Supplement § 32-911 empowers the county boards of education to fix rules and regulations insuring the vaccination of such school children as a prerequisite to admission. These provisions of our statute law therefore impose upon the parents the duty of sending the children to school and upon the school authorities the duty of fixing the rules and regulations under which they shall attend. The defendants in this case sought to comply with their duty to send their children to school but at the same time usurp the prerogative of the school authorities, and also undertook to fix the rules under which they should attend. Their contention therefore that they did actually enroll the children unvaccinated constitutes no valid defense. It is the same contention urged in *State* v. *Drew, supra,* where the offer to send the children unvaccinated to the school was sought to be treated as a "legal tender" and the rejection as sought to be treated as an estoppel of the school board. Such a contention is unsound for the reason that an offer to do a thing only upon waiver of the conditions precedent thereto amounts to no offer at all. Further, our statute specifically provides, not only that the child shall be enrolled, but kept in school for a minimum of 175 days or the full session thereof, subject to certain exceptions. Under these circumstances, the action of the parents in refusing to meet the prerequisites of attendance in public school constituted a violation of the statute and the court did not err in so charging.

The judgment of the trial court overruling the motion for new trial as amended is without error.

Judgment affirmed.

Case note. Vaccination certificates and health reports of more extensive detail are required nowadays in many school districts by local regulation. A few states prescribe the vaccination as a prerequisite for admission to the public schools. The requirements have been challenged in courts, not frequently, but sufficiently often to have laid down a generally accepted principle that such regulations are within the police power of the state. The local school board is an agent of the state. The state has police power and may delegate some of its police power to its agents and agencies.

Hughes et al. v. *Caddo Parish School Board et al.*, 57 F. Supp. 508 (D. C. La. 1944) *aff'd* (per curiam) 323 U.S. 685 (1945). [Anti-fraternity law.]

The complaint is by the four parents of children attending the Byrd High School of Shreveport, Louisiana, who are members of national Greek-letter fraternities, chapters of which have been in public existence at this school for a number of years. Act No. 342 of the Legislature of Louisiana for 1944, granting to the various parish school boards the power and authority to abolish high school fraternities and sororities, is attacked as being unconstitutional, null and void for the following reasons:

"(1) Said Statute is violative of the 14th Amendment to the Constitution of the United States in that it deprives plaintiffs and their children of vested rights without due process of law, abridges their privileges and immunities, deprives them of the equal protection of the laws, and attempts to grant special privileges to a class, limiting the privilege of free education to students who are not members of Greek-letter fraternities and sororities."

There are five other reasons of unconstitutionality alleged under the constitution of the state of Louisiana; and finally, a seventh reason, wherein both constitutions federal and state are involved:

"(7) Said Statute as originally introduced in the House of Representatives, expressly declared that high school fraternities were inimical to the public good and to the welfare of the public high schools of Louisiana, but this language was stricken from said Act by the House of Representatives: that the Legislature, having failed to find said organizations detrimental to the general welfare, and on the contrary, having in effect found otherwise, said Statute has no legal basis on which to rest, and constitutes a violation of the inherent personal rights guaranteed to every citizen by the state and Federal Constitutions." The complaint alleges that:

Under date of September 6, 1944, at its regular session, the Caddo Parish School Board, proceeding under said Act No. 342 for 1944 of the Legislature, adopted a resolution abolishing high school fraternities and sororities, and making it the duty of the principals of the various high schools in the Parish of Caddo to suspend or expel from said schools any pupil who might be or remain a member of any high school fraternity of [sic] sorority.

So, it is our opinion that the state court of final arbitrament having ruled that the Act and the two local school board resolutions were not

in violation of the state constitution, the whole attack based on state grounds of want of constitutionality is settled for us. . . .

The items of the complaint left for us to consider, therefore, are those where there are alleged violations of the fourteenth amendment to the Constitution of the United States. . . .

Thus, the instant situation is exactly the same in principle as with the student Waugh in Mississippi when the state required him, already a member of a Greek-letter fraternity, though at another college, to renounce his allegiance to and affiliation with such fraternity. The United States Supreme Court held that Waugh could be so obliged without denying him due process of law or his privileges or immunities as a citizen of the United States under the fourteenth amendment.

Because of the strikingly similar facts in the two cases, we adopt the following principals of the Waugh case from the Supreme Court of the United States:

"It is said that the fraternity to which complainant belongs is a moral and of itself a disciplinary force. This need not be denied. But whether such membership makes against discipline was for the state of Mississippi to determine. It is to be remembered that the University was established by the state, and is under the control of the state, and the enactment of the statute may have been induced by the opinion that membership in the prohibited societies divided the attention of the students, and distracted from the singleness of purpose which the state desired to exist in its public educational institutions. It is not up to us to entertain conjectures in opposition to the views of the state, and annul its regulations upon disputable considerations of their wisdom or necessity. Nor can we accommodate the regulations to the assertion of a special purpose by the applying student, varying, perhaps, with each one, and dependent alone upon his promise.

"This being our view of the power of the legislature, we do not enter upon a consideration of the elements of complainant's contention. It is very trite to say that the right to pursue happiness and exercise life and liberty are subject in some degree to the limitations of the law, and the condition upon which the state of Mississippi offers the complainant free instruction at its University, that while a student is there he renounce affiliation with a society which the state considers inimical to discipline, finds no prohibition in the 14th amendment." . . .

Case note. The Supreme Court of the United States upheld an antifraternity law enacted in Mississippi as it applied to the state university. *Waugh* v. *Board of Trustees of University of Mississippi,* 237 U.S. 589 (1915). The essential point in all these cases is that freedoms guaranteed by the Constitution may be limited if the limitation is reasonable and in the interest of public welfare. Occasionally, a court will intimate that the wisdom of an antifraternity rule may be in question, but it is not within the province of a court to evaluate the wisdom of legislation. One court said that students have the option of withdrawing from their fraternity or submitting to the penalty. Penalties differ: from participation in extracurricular activities to suspension or even expulsion.

Only one state has held that antifraternity rules are unreasonable—Missouri in 1922—where the Court said that the detrimental effects of membership in fraternities and sororities had not been sufficiently proved. *Wright* v. *Board of Education of St. Louis,* 295 Mo. 466, 246 S.W. 43 (Missouri, 1922). The Texas court followed the majority rule with regard to banning fraternities during the school term, but held that application of the rule to summer vacations was unreasonable because during that period the students were under control of their parents, not the school authorities, and, furthermore, it would be impracticable for the school board to attempt to enforce the rule during summer vacations when the students are dispersed. *Wilson et al.* v. *Abilene Independent School District,* ____ Tex. Civ. App. ____, 190 S. W. (2d) 406 (Texas, 1945).

Tinker v. *Des Moines Independent Community School District et al.,* 393 U.S. 503 (1969). [Suspension of students for wearing armbands to school.]

Petitioner John F. Tinker, 15 years old, and petitioner Christopher Eckhardt, 16 years old, attended high school in Des Moines. Petitioner Mary Beth Tinker, John's sister, was a 13-year-old student in junior high school.

In December 1965, a group of adults and students in Des Moines, Iowa, held a meeting at the Eckhardt home. The group determined to publicize their objections to the hostilities in Vietnam and their support for a truce by wearing black armbands during the holiday season and by fasting on December 16 and New Year's Eve. Petitioners and their parents had previously engaged in similar activities, and they decided to participate in the program.

The principals of the Des Moines schools became aware of the plan to wear armbands. On December 14, 1965, they met and adopted a policy that any student wearing an armband to school would be asked to remove it, and if he refused he would be suspended until he returned without the armband. Petitioners were aware of the regulation that the school authorities adopted.

On December 16, Mary Beth and Christopher wore black armbands to their schools. John Tinker wore his armband the next day. They were all sent home and suspended from school until they would come back without their armbands. They did not return to school until after the planned period for wearing armbands had expired—that is, until after New Year's Day.

This complaint . . . prayed for an injunction restraining the defendant school officials and the defendant members of the board of directors of the school district from disciplining the petitioners, and it sought nominal damages. After an evidentiary hearing the District Court dismissed the complaint. It upheld the constitutionality of the school authorities' action on the ground that it was reasonable in order to prevent disturbance of school discipline. 258 F. Supp. 971 (1966). . . .

On appeal, the Court of Appeals for the Eighth Circuit considered the case en banc. The court was equally divided, and the District Court's decision was accordingly affirmed, without opinion. 383 F. 2d 988 (1967). We granted certiorari. 390 U. S. 942 (1968). . . .

I

First Amendment rights, applied in light of the special characteristics of the school environment, are available to teachers and students. It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate. This has been the unmistakable holding of this Court for almost 50 years.

On the other hand, the Court has repeatedly emphasized the need for affirming the comprehensive authority of the States and of school authorities, consistent with fundamental constitutional safeguards, to prescribe and control conduct in the schools. . . . Our problem lies in the area where students in the exercise of First Amendment rights collide with the rules of the school authorities.

II

The problem presented by the present case does not relate to regulation of the length of skirts or the type of clothing, to hair style or deportment. . . . It does not concern aggressive, disruptive action or even group demonstrations. Our problem involves direct, primary First Amendment rights akin to "pure speech."

The school officials banned and sought to punish petitioners for a silent, passive, expression of opinion, unaccompanied by any disorder or disturbance on the part of petitioners. There is here no evidence whatever of petitioners' interference, actual or nascent, with the school's work or of collision with the rights of other students to be secure and to be let alone. Accordingly, this case does not concern speech or action that intrudes upon the work of the school or the rights of other students.

Only a few of the 18,000 students in the school system wore the black armbands. There is no indication that the work of the school or any class was disrupted. Outside the classrooms, a few students made hostile remarks to the children wearing armbands, but there were no threats or acts of violence on school premises.

The District Court concluded that the action of the school authorities was reasonable because it was based upon their fear of a disturbance from the wearing of the armbands. But, in our system, undifferentiated fear or apprehension of disturbance is not enough to overcome the right to freedom of expression. Any departure from absolute regimentation may cause

trouble. Any variation from the majority's opinion may inspire fear. Any word spoken, in class, in the lunchrooms or on the campus, that deviates from the views of another person, may start an argument or cause a disturbance. But our Constitution says we must take this risk . . . and our history says that it is this sort of hazardous freedom—this kind of openness—that is the basis of our national strength and of the independence and vigor of Americans who grow up and live in this relatively permissive, often disputatious society.

In order for the State in the person of school officials to justify prohibition of a particular expression of opinion, it must be able to show that its action was caused by something more than a mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint. Certainly where there is no finding and no showing that the exercise of the forbidden right would "materially and substantially interfere with the requirements of appropriate discipline in the operation of the school," the prohibition cannot be sustained. . . .

In the present case, the District Court made no such finding, and our independent examination of the record fails to yield evidence that the school authorities had reason to anticipate that the wearing of the armbands would substantially interfere with the work of the school or impinge upon the rights of other students. Even an official memorandum prepared after the suspension that listed the reasons for the ban on wearing the armbands made no reference to the anticipation of such disruption. . . .

It is also relevant that the school authorities did not purport to prohibit the wearing of all symbols of political or controversial significance. The record shows that students in some of the schools wore buttons relating to national political campaigns, and some even wore the Iron Cross, traditionally a symbol of Nazism. The order prohibiting the wearing of armbands did not extend to these. . . . Clearly, the prohibition of expression of one particular opinion, at least without evidence that it is necessary to avoid material and substantial interference with school work or discipline, is not constitutionally permissible.

In our system, state operated schools may not be enclaves of totalitarianism. School officials do not possess absolute authority over their students. Students in school as well as out of school are "persons" under our Constitution. They are possessed of fundamental rights which the State must respect, just as they themselves must respect their obligations to the State. In our system, students may not be regarded as closed-circuit recipients of only that which the State chooses to communicate. They may not be confined to the expression of those sentiments that are officially approved. In the absence of a specific showing of constitutionally valid reasons to regulate their speech, students are entitled to freedom of expression of their views. . . .

The principal use to which the schools are dedicated is to accommodate students during prescribed hours for the purpose of certain types of activities. Among those activities is person intercommunication among students. This is not only an inevitable part of the process of attending school. It is also an important part of the educational process. A student's

rights therefore, do not embrace merely the classroom hours. When he is in the cafeteria, or on the playing field, or on the campus during the authorized hours, he may express his opinions, even on controversial subjects like the conflict in Vietnam, if he does so "without materially and substantially interfering with appropriate discipline in the operation of the school" and without colliding with the rights of others. . . . But conduct by the students, in class or out of it, which for any reason—whether it stems from time, place, or type of behavior—materially disrupts classwork or involves substantial disorder or invasion of the rights of others is, of course, not immunized by the constitutional guaranty of freedom of speech. . . .

Under our Constitution, free speech is not a right that is given only to be so circumscribed that it exists in principle but not in fact. Freedom of expression would not truly exist if the right could be exercised only in an area that a benevolent government has provided as a safe haven for crackpots. The Constitution says that Congress (and the States) may not abridge the right to free speech. This provision means what it says. We properly read it to permit reasonable regulation of speech connected activities in carefully restricted circumstances. But we do not confine the permissible exercise of First Amendment rights to a telephone booth or the four corners of a pamphlet, or to supervised and ordained discussion in a school classroom. . . .

[The students] neither interrupted school activities nor sought to intrude in the school affairs or the lives of others. They caused discussion outside of the classrooms, but no interference with work and no disorder. In the circumstances, our Constitution does not permit officials of the State to deny their form of expression.

We express no opinion as to form of relief which should be granted, this being a matter for the lower courts to determine. We reverse and remand for further proceedings consistent with this opinion.

Dissenting opinions. (1) School officials should be accorded the widest authority in maintaining discipline and good order in their institutions. To translate that propositon into a workable constitutional rule, I would in cases like this, cast upon those complaining the burden of showing that a particular school measure was motivated by other than legitimate school concerns—for example, a desire to prohibit the expression of an unpopular point of view, while permitting expression of the dominant opinion.

(2) The Court's holding in this case ushers in what I deem to be an entirely new era in which the power to control pupils by the elected "officials of state supported public schools . . ." in the United States is in ultimate effect transferred to the Supreme Court.

Assuming that the Court is correct in holding that the conduct of wearing armbands for the purpose of conveying political ideas is protected by the First Amendment . . . the crucial remaining questions are whether students and teachers may use the schools at their whim as a platform for the exercise of free speech—"symbolic" or "pure"—and whether the Courts will allocate to themselves the function of deciding how the pupils' school

day will be spent. While I have always believed that under the First and Fourteenth Amendments neither the State nor Federal Government has any authority to regulate or censor the content of speech, I have never believed that any person has a right to give speeches or engage in demonstrations where he pleases and when he pleases. . . .

Even a casual reading of the record shows that this armband did divert students' minds from their regular lessons, and that talk, comments, etc., made John Tinker "self-conscious" in attending school wearing his armband. While the absence of obscene or boisterous and loud disorder perhaps justifies the Court's statement that the few armband students did not actually "disrupt' 'the classwork, I think the record overwhelmingly shows that the armbands did exactly what the elected school officials and principals foresaw it would, that is, took the students' minds off their classwork and diverted them to thoughts about the highly emotional subject of the Vietnam war. And I repeat that if the time has come when pupils of state-supported schools—kindergarten, grammar school or high school—can defy and flaunt orders of school officials to keep their minds on their own school work, it is the beginning of a new revolutionary era of permissiveness in this country fostered by the judiciary. The next logical step, it appears to me, would be to hold unconstitutional laws that bar pupils under 21 or 18 from voting, or from being elected members of the Boards of Education.

Public school students are not sent to the schools at public expense to broadcast political or any other views to educate and inform the public. The original idea of schools, which I do not believe is yet abandoned as worthless or out of date, was that children had not yet reached the point of experience and wisdom which enabled them to teach all of their elders. It may be that the Nation has outworn the old-fashioned slogan that "children are to be seen not heard," but one may, I hope, be permitted to harbor the thought that taxpayers send children to school on the premise that at their age they need to learn, not teach. . . .

One does not need to be a prophet or the son of a prophet to know that after the Court's holding today that some students in Iowa schools and indeed in all schools will be ready, able, and willing to defy their teachers on practically all orders. This is the more unfortunate for the schools since groups of students all over the land are already running loose, conducting break-ins, sit-ins, lie-ins, and smash-ins. . . . It is no answer to say that the particular students here have not yet reached such high points in their demands to attend classes in order to exercise their political pressures. Turned loose with law suits for damages and injunctions against their teachers like they are here, it is nothing but wishful thinking to imagine that young, immature students will not soon believe it is their right to control the schools rather than the right of the States that collect the taxes to hire the teachers for the benefit of the pupils. This case, therefore, wholly without constitutional reasons in my judgment, subjects all the public schools in the country to the whims and caprices of their loudest-mouthed, but maybe not their brightest students.

Case note. Prior to this decision, the Fifth Circuit Court of Appeals

decided two cases involving the wearing of "freedom" buttons by students. The decisions were handed down *the same day*. In one, the court ordered that the high-school authorities be enjoined from enforcing a rule prohibiting students from wearing the buttons. *Burnside* v. *Byars*, 363 F. (2d) 744 (1966). In the other, it declined to enjoin the enforcement of such a regulation. *Blackwell* v. *Issaquena County Board of Education*, 363 F. (2d) 749 (1966).

The distinction between the two cases is that in the first case the wearing of the buttons did not materially and substantially interfere with the requirements of appropriate discipline in the operation of the school. In the second, which upheld the rule, the high-school students wearing the buttons were harassing students who did not wear them and created a disturbance.

The issue in these two cases, as in the *Tinker* case, was the balancing of free speech rights ("symbolic speech") of students with the school authorities' responsibility to promulgate and enforce reasonable rules and regulations to assure that the education of students is not materially disrupted.

Karr v. *Schmidt*, 460 F. (2d) 609 (5th Cir., *en banc*); *cert. den.* 409 U.S. 989 (1972). [Validity of rule on hair length.]

This is another of the multitude of lawsuits which have recently inundated the federal courts attacking hair length regulations promulgated by local public school authorities.

Appellee Chesley Karr is a sixteen-year-old student at Coronado High School in El Paso, Texas. On August 12, 1970, Karr attempted to enroll for his junior year at that school but was not permitted to do so because he was in violation of a school board regulation limiting the length of male students' hair. After several conferences with school board officials proved futile, Karr filed suit in federal court seeking injunctive and declaratory relief.

After a four-day trial, the district court, 320 F.Supp. 728, concluded that the denial of a free public education to Karr on the basis of this regulation violated the due process and equal protection guarantees of the Federal Constitution. The court enjoined school board officials to enroll Chesley Karr and to refrain from enforcing the hair-length regulation.

On motion of the school authorities, this court stayed the district court's injunction pending appeal. Karr then petitioned the late Mr. Justice Black in his capacity as Circuit Justice for the Fifth Circuit to vacate the stay of injunction pending appeal. Mr. Justice Black denied the petition, . . . observing:

> There is no . . . direct, positive command about local school rules with reference to the length of hair state school students must have. And I cannot now predict this court will hold that the more or less vague terms of either the Due Process or Equal Protection Clauses have robbed the States of their traditionally recognized power to run their school system in accordance with their own best judgment as to the appropriate length of hair for students.
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> . . . . . .
>
> There can, of course, be honest differences of opinion as to whether any government, state or federal, should as a matter of public policy regulate the length of haircuts, but it would be difficult to prove by reason, logic, or common sense that the federal judiciary is more competent to deal with hair length than are the local school authorities and state legislatures of all our 50 States. Perhaps if the courts will leave the States free to perform their own constitutional duties they will at least be able successfully to regulate the length of hair their public school students can wear.

The appeal from the district court's judgment is now before this court on the merits. . . .

I.

The Fifth Circuit first considered the constitutional validity of hair length regulations in *Ferrell*. . . . In its opinion, this court assumed without deciding that "a hair style is a constitutionally protected mode of expression," but concluded that school authorities might place restrictions upon this "right" if those restrictions served "compelling" state interests. The court held that the interest of the state "in maintaining an effective and efficient school system" was a compelling state interest sufficient to justify the regulation.

Since *Ferrell*, the circuit has considered high school hair and grooming regulations in numerous other cases. In each of those cases, except one, the validity of such regulations was affirmed in this court. In one case, *Dawson* v. *Hillsborough County, Florida, School Board*, 5 Cir., 1971, 445 F.2d 308, this court affirmed a district court finding that a local school hair regulation was unconstitutional because it was unrelated to legitimate school board objectives.

II.

The district court, relying on *Ferrell* and the subsequent Fifth Circuit cases, ruled that "one's choice of hair style is constitutionally protected" and that the burden was upon school authorities to demonstrate that long hair resulted in disruption of the educational process.

. . . . . .

. . . The [district] court held that a preponderance of the evidence supported the finding that long hair does not create a safety hazard in science laboratories. With regard to discipline, the court held that disciplinary problems were created not by the presence of long-haired students but by

efforts to enforce the long-hair regulation. With respect to the undisputed testimony that fights had occurred between long and short-haired students, the court ruled that the proper course of action for the school board was to "[teach] tolerance" rather than banning long hair. Having found, as a matter of fact, that there was no reasonable relationship between the regulation and legitimate school board objectives, the court concluded as a matter of law that the regulation violated the Due Process and Equal Protection clauses of the Federal Constitution.

III.

In view of the district court's holding that the school board failed to sustain its burden of justification, this court is now called upon to decide the question which it reserved in *Ferrell*: Is there a constitutionally protected right to wear one's hair in a public high school in the length and style that suits the wearer? We hold that no such right is to be found within the plain meaning of the Constitution.

It has been argued that the First, Eighth, Ninth, Tenth, and Fourteenth Amendments and the penumbras therefrom supply a basis in the Constitution for such a right. We reject each of these theories; nevertheless, we shall consider each of them.

A. *The First Amendment.*—The most frequently asserted basis for a constitutional right to wear long hair lies in the First Amendment. It is argued that the wearing of long hair is symbolic speech by which the wearer conveys his individuality, his rejection of conventional values, and the like. Accordingly, it is argued that the wearing of hair is subject to the protection of the First Amendment under the principles announced in *Tinker*. . . . .

. . . . . .

The court [in *Tinker*], however, clearly distinguished the case which we have here of hair and grooming regulations. It observed:

> The problem posed by the present case does not relate to regulation of the length of skirts or the type of clothing, to hair style, or deportment. . . . Our problem involves direct, primary First Amendment rights akin to "pure speech."

The conclusion is inescapable that this paragraph was intended to delimit the outer reach of the court's holding. We read this language as indicating that the right to style one's hair as one pleases in the public schools does not inherit the protection of the First Amendment.

. . . . . .

B. *Griswold.*—. . . It is argued that from this holding may be generalized a pervasive constitutionally protected zone of personal privacy which may be infringed only for compelling reasons. . . .

In our view, such a reading of *Griswold* is unwarranted. We think *Griswold* rested somewhat narrowly on the unacceptable intrusion in the privacy of the home which would have been required to enforce the Connecticut statute. In contrast, a regulation restricting the length of hair restricts privacy not at all. Hair is, of course, worn for all the world to see. We do not think *Griswold* stands for any general "right to go public as one pleases."

C. *Substantive Due Process.*—. . . We think it plain that individual liberties may be ranked in a spectrum of importance. . . .

The question before this court is where on the spectrum lies the asserted right of a high school student to wear hair in school at the length that suits him. It is our firm belief that this asserted freedom does not rise to the level of fundamental significance which would warrant our recognition of such a substantive constitutional right. . . .

Federal courts, and particularly those in this circuit, have unflinchingly intervened in the management of local school affairs where fundamental liberties, such as the right to equal education, required vindication. At times that intervention has, of necessity, been on a massive scale. But in the grey areas where fundamental rights are not implicated, we think the wiser course is one of restraint.

D. *Equal Protection.*—The court below held that the denial of free public education to Karr on the basis of the length of his hair was an arbitrary classification which violated the Equal Protection clause of the Constitution.

The Equal Protection clause has not generally been relied upon as a basis for invalidating hair-length regulations. . . .

IV.

. . . . . .

Relying on *Ferrell*, the district court ruled that the right to wear hair long in public high schools is constitutionally protected and that the school board bore a substantial burden of justification that could be met only by demonstrating factually the necessity for the regulation. This ruling represented an erroneous assessment of the burden of proof and an erroneous standard of judicial review. State regulations which do not affect fundamental freedoms are subject to a much less rigorous standard of judicial review than is applicable when such fundamental rights are at stake. In such cases, the appropriate standard of review is simply one of whether the regulation is reasonably intended to accomplish a constitutionally permissible state objective. . . .

We find this theory without merit. This classification is not based on the "suspect" criterion of race or wealth which would require application of the "rigorous" standard of equal protection scrutiny. Accordingly, the classification is invalid under the Equal Protection clause only if this court can perceive no rational basis on which it is founded. . . .

Moreover, the burden is not upon the state to establish the rationality of its restriction, but is upon the challenger to show that the restriction is wholly arbitrary.

In this case, it is evident from the record that the school authorities seek only to accomplish legitimate objectives in promulgating the hair regulation here in question. The record nowhere suggests that their goals

are other than the elimination of classroom distraction, the avoidance of violence between long and short haired students, the elimination of potential health hazards, and the elimination of safety hazards resulting from long hair in the science labs. On a record such as this, we hold that it was clear error to conclude that the school board regulation failed to meet the minimum test of rationality that was properly applicable.

V.

The record in this case is an impressive testimonial to the burden which has been placed on the federal courts by suits of this nature. This lawsuit required four full days of testimony in the district court. The case comes to this court on a printed appendix exceeding 300 pages in length. Nor is this case unusual. Within this circuit alone, there have been numerous other cases in which the plaintiffs made almost identical contentions and the school boards offered these same justifications.

. . . . . .

It is our view that the validity of hair-length regulations should not turn on the individual views of the district judges of this circuit as to the "reasonableness" of grooming regulations. A different rule of law should not prevail in, for example, Hillsborough County, Florida, than in the Pampa, Texas Independent School District.

Given the very minimal standard of judicial review to which these regulations are properly subject in the federal forum, we think it proper to announce a per se rule that such regulations are constitutionally valid.[1] Henceforth, district courts need not hold an evidentiary hearing in cases of this nature. Where a complaint merely alleges the constitutional invalidity of a high school hair and grooming regulation, the district courts are directed to grant an immediate motion to dismiss for failure to state a claim for which relief can be granted.

In conclusion, we emphasize that our decision today evinces not the slightest indifference to the personal rights asserted by Chesley Karr and other young people. Rather, it reflects recognition of the inescapable fact that neither the Constitution nor the federal judiciary it created were conceived to be keepers of the national conscience in every matter great and small. The regulations which impinge on our daily affairs are legion. Many of them are more intrusive and tenuous than the one involved here. The federal judiciary has urgent tasks to perform, and to be able to perform them we must recognize the physical impossibility that less than a thousand of us could ever enjoin a uniform concept of equal protection or due process on every American in every facet of his daily life.

Reversed.

1. As we have noted, grooming regulations are subject to the requirement that they not be wholly arbitrary. Thus, this rule of per se validity would not apply to a regulation which had an arbitrary effect, as, for example, a rule requiring that all male students shave their heads.

In addition, under the rule we announce today, federal courts would still be

Dissenting opinions: . . . (1) Individual rights never seem important to those who tolerate their infringement. . . .

To me the right to wear one's hair as one pleases, although unspecified in our Bill of Rights, is a "fundamental" right protected by the Due Process Clause. . . . Forced dress, including forced hair style, humiliates the unwilling complier, forces him to submerge his individuality in the "undistracting" mass, and in general, smacks of the exaltation of organization over member, unit over component, and state over individual. I always thought this country does not condone such repression.

. . . . . .

I disagree strongly with the majority's disposition of the equal protection issue. . . .

. . . . . .

How is today's sleight of hand achieved? By sugaring over with talk of "good intentions" the total failure of this regulation to carry those intentions into effect. I dissent from this novel and unexplained method of writing the Equal Protection Clause out of our Constitution even if it threatens to impose on this Court the task of bringing to fruition the full spectrum of rights which high school students enjoy with all other Americans.

(2) As other courts have had occasion to note, a student can indulge in most vagaries of dress and behavior during non-school hours and then abandon them at the schoolhouse steps, but he cannot grow and ungrow his hair. . . . Thus, a regulation requiring a student to shorten his hair effects a substantial intrusion into his private life in a way that is important to him, where the school board has no authority or reason to interfere.

It is precisely this kind of intrusion into the private lives of citizens which the Ninth Amendment was designed to protect against. *Griswold*. . . .

Case note. The Fifth Circuit, *en banc*, divided 8-7, and the United States Supreme Court refused to review, leaving little doubt that the issue will continue to be litigated, if it remains an important one to boards of education and students. In setting down its rule that such regulations are valid per se in the face of a challenge of their constitutionality, the Court is forcing future challengers in its circuit to show that rule is "wholly arbitrary" or discriminatorily enforced. (See the Court's footnote, footnote 1.)

Although the Supreme Court has refused to review a student "hair" case, it has upheld a county regulation limiting the length of policemen's hair and prohibiting the wearing of beards. *Kelley* v. *Johnson*, 425 U.S. 238 (1976). It is possible that the Court will distinguish be-

permitted to entertain an action alleging discriminatory enforcement of a grooming code. . . .

tween rules applicable to paramilitary public employees (law enforcement officers) and those applicable to public-school students, should it agree to accept a student case.

There is disagreement among the circuits. For example, the Fourth Circuit has held in favor of the students, *Massie* v. *Henry*, 455 F. (2d) 779 (4th Cir. 1972) while the Third Circuit has dismissed a student's complaint in a 5-4 *en banc* decision, *Zeller* v. *Donegal School District Board of Education*, 517 F. 2d 600 (3rd Cir. 1975).

Clearly the courts are not happy with the number of "hair" cases instituted. In another part of Mr. Justice Black's opinion refusing to vacate the stay of injunction not quoted by the Fifth Circuit in *Karr*, he said:

> The motion in this case is presented to me in a record of more than 50 pages, not counting a number of exhibits. The words used throughout the record such as "Emergency Motion" and "harassment" and "irreparable damages" are calculated to leave the impression that this case over the length of hair created or is about to create a great national "crisis." I confess my inability to understand how anyone would thus classify this hair length case. The only thing about it that borders on the serious to me is the idea that anyone should think the Federal Constitution imposes on the United States courts the burden of supervising the length of hair that public school students should wear. The records of the federal courts, including ours, show a heavy burden of litigation in connection with cases of great importance—the kind of litigation our courts must be able to handle if they are to perform their responsibility to our society. Moreover, our Constitution has sought to distribute the powers of government in this Nation between the United States and the States. Surely the federal judiciary can perform no greater service to the Nation than to leave the States unhampered in the performance of their purely local affairs. Surely few policies can be thought of that States are more capable of deciding than the length of the hair of schoolboys. *Karr* v. *Schmidt*, 401 U.S. 1201 (1971).

Goss v. *Lopez*, 419 U.S. 565 (1975). [Procedural due process before suspension of students.]

This appeal by various administrators of the Columbus, Ohio, Public School System ("CPSS") challenges the judgment of a three-judge federal court, declaring that appellees—various high school students in the CPSS—were denied due process of law contrary to the command of the Fourteenth Amendment in that they were temporarily suspended from their high schools without a hearing either prior to suspension or within a

reasonable time thereafter, and enjoining the administrators to remove all references to such suspensions from the students' records.

I

Ohio law, Rev. Code § 3313.64, provides for free education to all children between the ages of six and 21. Section 3313.66 of the Code empowers the principal of an Ohio public school to suspend a pupil for misconduct for up to 10 days or to expel him. In either case, he must notify the student's parents within 24 hours and state the reasons for his action. A pupil who is expelled, or his parents, may appeal the decision to the Board of Education and in connection therewith shall be permitted to be heard at the board meeting. The board may reinstate the pupil following the hearing. No similar procedure is provided in § 3313.66 or any other provision of state law for a suspended student. Aside from a regulation tracking the statute, at the time of the imposition of the suspensions in this case the CPSS had not itself issued any written procedure applicable to suspensions. Nor, so far as the record reflects, had any of the individual high schools involved in this case. Each, however, had formally or informally described the conduct for which suspension could be imposed.

The nine named appellees, each of whom alleged that he or she had been suspended from public high school in Columbus for up to 10 days without a hearing pursuant to § 3313.66, filed an action against the Columbus Board of Education and various administrators of the CPSS under 42 U. S. C. § 1983. The complaint sought a declaration that § 3313.66 was unconstitutional in that it permitted public school administrators to deprive plaintiffs of their rights to an education without a hearing of any kind, in violation of the procedural due process component of the Fourteenth Amendment. It also sought to enjoin the public school officials from issuing future suspensions pursuant to § 3313.66 and to require them to remove references to the past suspensions from the records of the students in question.

The proof below established that the suspensions in question arose out of a period of widespread student unrest in the CPSS during February and March of 1971. Six of the named plaintiffs . . . were each suspended for 10 days on account of disruptive or disobedient conduct committed in the presence of the school administrator who ordered the suspension. . . . None was given a hearing to determine the operative facts underlying the suspension, but each, together with his or her parents, was offered the opportunity to attend a conference, subsequent to the effective date of the suspension, to discuss the student's future.

. . . [One student] was suspended in connection with a disturbance in the lunchroom which involved some physical damage to school property. He . . . testified below that he was not a party to the destructive conduct but was instead an innocent bystander. Because no one from the school testified with regard to this incident, there is no evidence in the record indicating the official basis for concluding otherwise. [The student] never had a hearing.

[The eighth student] was present at a demonstration at a high school

different from the one she was attending. There she was arrested together with others, taken to the police station, and released without being formally charged. Before she went to school on the following day, she was notified that she had been suspended for a 10-day period. . . . It is clear from the record that no hearing was ever held.

There was no testimony with respect to the suspension of the ninth named plaintiff. . . .

. . . . . .

II

At the outset, appellants [school administrators] contend that because there is no constitutional right to an education at public expense, the Due Process Clause does not protect against expulsions from the public school system. This position misconceives the nature of the issue and is refuted by prior decisions. The Fourteenth Amendment forbids the State to deprive any person of life, liberty or property without due process of law. Protected interests in property are normally "not created by the Constitution. Rather, they are created and their dimensions are defined" by an independent source such as state statutes or rules entitling the citizen to certain benefits. *Board of Regents* v. *Roth*, 408 U. S. 564, 577 (1972).

Accordingly, a state employee who under state law, or rules promulgated by state officials, has a legitimate claim of entitlement to continued employment absent sufficient cause for discharge may demand the procedural protections of due process. . . .

Here, on the basis of state law, appellees plainly had legitimate claims of entitlement to a public education. Ohio Rev. Code §§ 3313.48 and 3313.64 direct local authorities to provide a free education to all residents between six and 21 years of age, and a compulsory attendance law requires attendance for a school year of not less than 32 weeks. Ohio Rev. Code § 3321.04. It is true that § 3313.66 of the code permits school principals to suspend students for up to two weeks; but suspensions may not be imposed without any grounds whatsoever. All of the schools had their own rules specifying the grounds for expulsion or suspension. Having chosen to extend the right to an education to people of appellees' class generally, Ohio may not withdraw that right on grounds of misconduct absent fundamentally fair procedures to determine whether the misconduct has occurred. . . .

Although Ohio may not be constitutionally obligated to establish and maintain a public school system, it has nevertheless done so and has required its children to attend. Those young people do not "shed their constitutional rights" at the schoolhouse door. *Tinker*. "The Fourteenth Amendment, as now applied to the States, protects the citizen against the State itself and all of its creatures . . . Boards of Education not excepted." *Barnette*. The authority possessed by the State to prescribe and enforce standards of conduct in its schools, although concededly very broad, must be exercised consistently with constitutional safeguards. Among other things, the State is constrained to recognize a student's legitimate entitlement to a public education as a property interest which is protected by

the Due Process Clause and which may not be taken away for misconduct without adherence to the minimum procedures required by that clause.

The Due Process Clause also forbids arbitrary deprivations of liberty. "Where a person's good name, reputation, honor, or integrity is at stake because of what the government is doing to him," the minimal requirements of the clause must be satisfied. . . . School authorities here suspended appellees from school for periods of up to 10 days based on charges of misconduct. If sustained and recorded, those charges could seriously damage the students' standing with their fellow pupils and their teachers as well as interfere with later opportunities for higher education and employment. It is apparent that the claimed right of the State to determine unilaterally and without process whether that misconduct has occurred immediately collides with the requirements of the Constitution.

Appellants proceed to argue that even if there is a right to a public education protected by the Due Process Clause generally, the clause comes into play only when the State subjects a student to a "severe detriment or grievous loss." The loss of 10 days, it is said, is neither severe nor grievous and the Due Process Clause is therefore of no relevance. Appellee's argument is again refuted by our prior decisions; for in determining "whether due process requirements apply in the first place, we must look not to the 'weight' but to the *nature* of the interest at stake." *Roth*. Appellees were excluded from school only temporarily, it is true, but the length and consequent severity of a deprivation, while another factor to weigh in determining the appropriate form of hearing, "is not decisive of the basic right" to a hearing of some kind. . . . The Court's view has been that as long as a property deprivation is not *de minimis*, its gravity is irrelevant to the question whether account must be taken of the Due Process Clause. . . . A 10-day suspension from school is not *de minimis* in our view and may not be imposed in complete disregard of the Due Process Clause.

A short suspension is of course a far milder deprivation than expulsion. But, "education is perhaps the most important function of state and local governments." *Brown* v. *Board of Education*, 347 U. S. 483, 493 (1954), and the total exclusion from the educational process for more than a trivial period, and certainly if the suspension is for 10 days, is a serious event in the life of the suspended child. Neither the property interest in educational benefits temporarily denied nor the liberty interest in reputation, which is also implicated, is so insubstantial that suspensions may constitutionally be imposed by any procedure the school chooses, no matter how arbitrary.

III

"Once it is determined that due process applies, the question remains what process is due." . . . We turn to that question, fully realizing as our cases regularly do that the interpretation and application of the Due Process Clause are intensely practical matters and that "the very nature of due process negates any concept of inflexible procedures universally applicable to every imaginable situation." . . . We are also mindful of our own admonition that

> Judicial interposition in the operation of the public school system of the Nation raises problems requiring care and restraint. . . . By and large, public education in our Nation is committed to the control of state and local authorities. *Epperson* v. *Arkansas*, 393 U. S. 97, 104.

There are certain bench marks to guide us, however, . . . and "[T]here can be no doubt that at a minimum [words of Due Process Clause] require that deprivation of life, liberty or property by adjudication be preceded by notice and opportunity for hearing appropriate to the nature of the case." . . . "[T]he fundamental requisite of due process of law is the opportunity to be heard," . . . a right that "has little reality or worth unless one is informed that the matter is pending and can choose for himself whether to . . . contest." . . . At the very minimum, therefore, students facing suspension and the consequent interference with a protected property interest must be given *some* kind of notice and afforded *some* kind of hearing. . . .

It also appears from our cases that the timing and content of the notice and the nature of the hearing will depend on appropriate accommodation of the competing interests involved. . . . The student's interest is to avoid unfair or mistaken exclusion from the educational process, with all of its unfortunate consequences. The Due Process Clause will not shield him from suspensions properly imposed, but it disserves both his interest and the interest of the State if his suspension is in fact unwarranted. The concern would be mostly academic if the disciplinary process were a totally accurate, unerring process, never mistaken and never unfair. Unfortunately, that is not the case, and no one suggests that it is. Disciplinarians, although proceeding in utmost good faith, frequently act on the reports and advice of others; and the controlling facts and the nature of the conduct under challenge are often disputed. The risk of error is not at all trivial, and it should be guarded against if that may be done without prohibitive cost or interference with the educational process.

The difficulty is that our schools are vast and complex. Some modicum of discipline and order is essential if the educational function is to be performed. Events calling for discipline are frequent occurrences and sometimes require immediate, effective action. Suspension is considered not only to be a necessary tool to maintain order but a valuable educational device. The prospect of imposing elaborate hearing requirements in every suspension case is viewed with great concern, and many school authorities may well prefer the untrammeled power to act unilaterally, unhampered by rules about notice and hearing. But it would be a strange disciplinary system in an educational institution if no communication was sought by the disciplinarian with the student in an effort to inform him of his defalcation and to let him tell his side of the story in order to make sure that an injustice is not done. "[F]airness can rarely be obtained by secret, one-sided determination of the facts decisive of rights. . . . Secrecy is not congenial to truth-seeking and self-righteousness gives too slender an assurance of rightness. No better instrument has been devised for arriving at truth than to give a person in jeopardy of serious loss notice of the case against him and opportunity to meet it."

We do not believe that school authorities must be totally free from notice and hearing requirements if their schools are to operate with acceptable efficiency. Students facing temporary suspension have interests qualifying for protection of the Due Process Clause, and due process requires, in connection with a suspension of 10 days or less, that the student be given oral or written notice of the charges against him and, if he denies them, an explanation of the evidence the authorities have and an opportunity to present his side of the story. The clause requires at least these rudimentary precautions against unfair or mistaken findings of misconduct and arbitrary exclusion from school.

There need be no delay between the time "notice" is given and the time of the hearing. In the great majority of cases the disciplinarian may informally discuss the alleged misconduct with the student minutes after it has occurred. We hold only that, in being given an opportunity to explain his version of the facts at this discussion, the student first be told what he is accused of doing and what the basis of the accusation is. . . . Since the hearing may occur almost immediately following the misconduct, it follows that as a general rule notice and hearing should precede removal of the student from school. We agree with the District Court, however, that there are recurring situations in which prior notice and hearing cannot be insisted upon. Students whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be immediately removed from school. In such cases, the necessary notice and rudimentary hearing should follow as soon as practicable, as the District Court indicated.

In holding as we do, we do not believe that we have imposed procedures on school disciplinarians which are inappropriate in a classroom setting. Instead we have imposed requirements which are, if anything, less than a fair-minded school principal would impose upon himself in order to avoid unfair suspensions. . . .

We stop short of construing the Due Process Clause to require, countrywide, that hearings in connection with short suspensions must afford the student the opportunity *to secure counsel, to confront and cross-examine witnesses supporting the charge or to call his own witnesses to verify his version of the incident.* Brief disciplinary suspensions are almost countless. To impose in each such case even truncated trial type procedures might well overwhelm administrative facilities in many places and, by diverting resources, cost more than it would save in educational effectiveness. Moreover, further formalizing the suspension process and escalating its formality and adversary nature may not only make it too costly as a regular disciplinary tool but also destroy its effectiveness as part of the teaching process.

On the other hand, requiring effective notice and informal hearing permitting the student to give his version of the events will provide a meaningful hedge against erroneous action. At least the disciplinarian will be alerted to the existence of disputes about facts and arguments about

cause and effect. He may then determine himself to summon the accuser, permit cross-examination and allow the student to present his own witnesses. In more difficult cases, he may permit counsel. In any event, his discretion will be more informed and we think the risk of error substantially reduced.

Requiring that there be at least an informal give-and-take between student and disciplinarian, preferably prior to the suspension, will add little to the factfinding function where the disciplinarian has himself witnessed the conduct forming the basis for the charge. But things are not always as they seem to be, and the student will at least have the opportunity to characterize his conduct and put it in what he deems the proper context.

We should also make it clear that we have addressed ourselves solely to the short suspension, not exceeding 10 days. Longer suspensions or expulsions for the remainder of the school term, or permanently, may require more formal procedures. Nor do we put aside the possibility that in unusual situations, although involving only a short suspension, something more than the rudimentary procedures will be required.

IV

The District Court found each of the suspensions involved here to have occurred without a hearing, either before or after the suspension, and that each suspension was therefore invalid and the statute unconstitutional insofar as it permits such suspensions without notice or hearing. Accordingly, the judgment is

Affirmed.

Case note. Since a 1961 decision of the Fifth Circuit Court of Appeals, lower Federal courts have held the Due Process Clause applicable to removals of students for periods long enough to be classified as expulsions. *Dixon* v. *Alabama State Board of Education,* 294 F. (2d) 150 (5th Cir. 1961); *cert. den.* 368 U.S. 930 (1961). Now courts are likely to apply the rule of the less formal due process procedures set out in *Goss* for suspensions of 10 days or less; more formal procedures for suspensions of more than 10 days.

Although some educators and board members expressed concern that the procedures required were too severe and would interfere with efficient discipline, it should be noted that many school districts had adopted more stringent due process requirements before this decision was rendered. More important, the Court was dealing with suspensions for alleged misconduct of students; not with procedural due process rights for other matters such as transfers, grades, placement, and the like.

Work Sheet

1. May a teacher administer corporal punishment in your district?
2. If so, are there statutory limitations or procedures to be observed?
3. For what reasons does your state law permit the school board to suspend or expel students?
4. Is there an antifraternity rule?
5. Examine the rules and regulations in your school for the regulation of students' conduct to ascertain if any, in your judgment, infringe upon any constitutional rights of the students.

Resources/ Bibliography

Course 2 - Discipline

Module 2.2 - Discipline and School Law

Legal Issues and the Secondary Schools

DISCIPLINE AND GOVERNANCE: Student, teacher, and parent rights

VI-B-5.1 Orange County, California, Department of Education
"Notification of Parents' Rights and Responsibilities"

VI-B-5.2 Boulder Valley Public Schools, Boulder, Colorado
"Student Rights and Responsibilities"

VI-B-5.3 South Dakota, Department of Public Instruction
"A Guide to Students' Rights and Responsibilities"

VI-B-5.4 New Orleans Public Schools, Louisiana
"Students Rights and Responsibilities"

VI-B-5.5 New Mexico State Board of Education
"Rights and Responsibilities of the Public School and Public School Students"

VI-B-5.6 Chicago
"Student Conduct and Discipline"

VI-B-5.7 New York City Board of Education
"Rights and Responsibilities of High School Students"

VI-B-5.8 New York City Board of Education
"Regulations Governing the Collection, Maintenance and Dissemination of Student Records"

VI-B-5.9 Richland County School District, South Carolina, Board of School Commissioners
"Statement of Student Rights and Responsibilities"

VI-B-5.10 New York State Education Department
"Guidelines for Students Rights and Responsibilities"

VI-B-5.11 Illinois Board of Education
"Students and Schools, Rights and Responsibilities"

VI-B-5.12 Association of American Colleges
"Federal Laws and Regulations Concerning Sex Discrimination in Educational Institutions," chart prepared by the Project on the Status and Education of Women, 1977

DISCIPLINE AND GOVERNANCE: Due Process

VI-B-4.1 South Dakota, Department of Education and Cultural Affairs
"Standards and Guidelines for Providing Due Process of Law to the South Dakota Student"

VI-B-4.3 Wake County Public School System, North Carolina
"Due Process Procedures for Administrative Disciplinary Action and Student Grievance Procedure"

VI-B-4.2 Boulder Valley School District Re 2 (Colorado)
"Notification of Due Process"

VI-B-4.4 Washington State Board of Education
"Student Procedural and Substantive Due Process Rules," 1977

VI-B-4.5 Bailey, J.
"Suggested Indiana Student Due Process Statute Forms - Revised," memo; April 27, 1979

VI-B-4.6 Indiana State Department of Public Instruction
"Indiana Student Due Process Statute Index"

VI-B-4.7 Bersoff, D.
"Due Process and the Denial of Schooling: A Critical Analysis of Connecticut's Statutes," unpublished manuscript

DISCIPLINE AND GOVERNANCE: Legal Framework

VI-B-3.1 Georgia
"Failure to Leave Campus When Directed," section of Penal Code

VI-B-3.2 Indiana State Department of Public Instruction
Various excerpts from Indiana Code relating to school discipline

VI-B-3.3 Washington State Department of Social and Health Services
"Overview of House Bill 371"

VI-B-3.4 Washington State
House Bill No. 371

VI-B-3.5 Connecticut Penal Code
(Title 53a, Ch. 952, Sec. 10-233)

VI-B-3.6 Delaware
Letter enumerating section of Delaware Code Annotated

VI-B-3.7 California
Assembly of Bill No. 2191, Education Code

VI-B-3.8 California
Sections of Educational Code

VI-B-3.9 University of North Carolina, Institute of Government
"Searches of Students and Lockers" (Also applicable state statutes.)

VI-B-3.10 North Carolina, Department of Justice
Various Statutes

VI-B-3.11 Bailey, J. and M. Bannon
"Excerpts from the Indiana Code relating to student discipline procedures in Indiana public schools"

VI-B-3.12 Bailey, J. and M. Bannon
"Overview of Indiana Educators' Legal Duty to Discipline and Supervise," memo

VI-B-3.13 Bailey, J. and M. Bannon
"Validation of Student Conduct Rules in Indiana Public Schools," memo

VI-B-3.14 Zaring, J.
"Indiana Code Excerpts Concerning School Violation," memo, 1978

DISCIPLINE AND GOVERNANCE: Legal framework

VI-A-3.1 Ware, M., and Remmlein, M.
School Law, Danville, Illinois: Interstate Publishers, Inc., 1979

VI-A-3.2 Duke, D.; Donmoyer, R.; and Farman, G.
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VI-A-5.3 Schimmel, D., and Fischer, L.
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VI-A-5.4 National School Boards Association,
Policies That Clarify Student Rights and Responsibilities, 1970

Course 2 - Discipline

Module 2.3 - Establishing Effective Discipline Policies

Module Synopsis

Purpose

The backbone of any good discipline program is the policies which define the behavior expectations for students. This module reviews the importance of developing fair, clearly articulated discipline policies, provides examples of due process policy statements, and offers approaches to policy development by consensus.

Objectives

Participants will be able to--

1. List three reasons for having clear discipline
2. List three ways a due process policy can be promulgated in the school
3. List three ways to achieve student input into policy decisions
4. Describe how a modified Delphi technique can be used in achieving consensus toward formulating discipline policies.

Target Audiences/Breakouts

This optional core module is targeted at the operational level, though participants at the advanced operational level should find specific strategies and techniques helpful.

Course 2 - Discipline

Module 2.3 - Establishing Effective Discipline Policies

Module Synopsis (continued)

Media/Equipment

Flip chart
Paper
Pens for trainer use
Overhead projector
Screen

Materials

Transparencies

2.3.1	Due Process
2.3.2	The Three Requirements of Due Process
2.3.3	Sample Due Process Clauses
2.3.4	Student Handbooks on Rights and Responsibilities
2.3.5 - 2.3.10	Suspension Rights
2.3.11	Summary of Modified Delphi Technique
2.3.12	Uses for Delphi Technique

Handout

2.3.1 Delphi Technique Recorder's Sheet

Background Materials (Trainer/Participant)

2.3.1 Some Issues and Answers in Developing Effective Discipline Policies
2.3.2 The Delphi Technique
2.3.3 Due Process in the Schools

Participant Worksheets

2.3.1 Survey of Critical Behaviorial Incidents

Resource Materials

R.2.3.1 Discipline Policies Handbook will be available December 1979

Bibliography

NSRN Compendium Listing

Due Process

"No person shall be...deprived of life, liberty, or property, without *due process of law*...

Fifth Amendment, Bill of Rights,
U.S. Constitution.

"...nor shall any State deprive any person of life, liberty, or property, without *due process of law;* nor deny to any person within its jurisdiction the equal protection of laws."

Fourteenth Amendment,
U.S. Constitution

The Three Requirements of Due Process

- There must be a fair and reasonable rule which has been broken or disobeyed.
- The rule must apply equally to all students in the school.
- If punishment is meted out for a violation of reasonable and fair rule, that procedure by which the punishment is assessed must be fair, reasonable, and impartial.

Summarized by the State of South Dakota

Transparency 2.3.3

Student Handbook
Policy Statement on Due Process

Albion, N.Y.

E. Due Process Requirements

The following due process requirements are to be adhered to at all times in resolving problems pertaining to student conduct:

1. **Notice** Rules and regulations must be published and posted. Adequate notice of conferences and hearings must be provided. Charges must be clearly stated.
2. **Right to Counsel** All individuals have the right to counsel.
3. **Judgment by Impartial Party** Judgment must be made by an official who has not participated in or been a party to an action under consideration.
4. **Right to Avoid Self-Incrimination** An individual is free to remain silent.
5. **Evidence Must Be Presented** Evidence must be presented to substantiate charges.
6. **Cross Examination** The accused has a right to question those bringing or presenting evidence.
7. **Right to Call Witnesses** The accused has a right to call or bring witnesses.
8. **Proof of Guilt** A "preponderance of evidence" is required to make a finding.
9. **Record** A record of the proceedings must be maintained and made available upon request.
10. **Right of Appeal** The student or parent may request that the matter be reviewed at the next step at any time.

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Montgomery Co., Md.

POLICY RIGHTS AND RESPONSIBILITIES

XII. DISCIPLINE

A. A countywide philosophy regarding discipline in the schools and the specific rights and responsibilities which all members of the school community should assume are presented in the attached *Statement on Discipline*. In general, student conduct that disrupts class work, involves disorder, or invades the rights of others will not be tolerated and may be cause for suspension or other disciplinary action.

B. Suspension and Expulsion

1. Each student has a right to an education; any action that deprives him/her of this right shall occur for just cause and in accordance with due process of law.

2. Parents shall be notified promptly in all cases of suspension.

3. If a student's conduct necessitates his/her being removed from class pending a parent conference, that conference shall be scheduled as early as possible.

4. A temporary removal from one or all classes does not constitute a formal suspension unless designated as such in writing by the principal. Such a temporary removal from all classes should not exceed two days.

5. A principal shall have the right to suspend a student. Under the laws of Maryland, such a suspension must be for cause and must not exceed five school days.

6. Prior to any suspension or temporary removal from all classes for disciplinary reasons, students must be given an informal hearing including:

a) Oral or written notice of the charges against them

b) An explanation of the evidence

c) An opportunity to present their side of the story

7. Students whose presence poses a danger to persons or property or an ongoing threat of disrupting the academic process may be immediately removed from the school. In such cases, the necessary notice and informal hearing shall follow as soon as practicable.

8. Suspensions of more than five days or expulsions may be made by the area assistant superintendent at the request of the principal as provided for in MCPS regulations.

9. In the event of a suspension of more than five days or expulsion, a detailed hearing procedure shall be provided and, in addition to the above provisions:

a) The student shall be informed, in writing, of the charges against him/her, including a summary of the evidence upon which the charges are based.

b) The student shall be informed of his/her right to be represented or advised during the proceedings by a person or persons of his/her choosing.

c) The student shall be given reasonable time to prepare a case.

10. In all cases of suspension or expulsion, the letter of suspension should include a statement of the rights of appeal.

11. Students who are suspended from school may not participate in any school-sponsored activities and are not permitted on school grounds during the period of suspension.

C. Other Disciplinary Standards

1. Punishment shall be fair and appropriate and not designed to embarrass students.

2. Group detention for actions of known or unknown persons and academic tasks imposed for the sole purpose of punishment are forbidden.

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Transparency 2.3.4

Student Handbooks on Rights and Responsibilities

PARENT / STUDENT

Handbook

BRIEN McMAHON HIGH SCHOOL
1960
NORWALK, CONNECTICUT

372

Student
Rights/Responsibilities
with
Staff Implementation Guidelines

MONTGOMERY COUNTY PUBLIC SCHOOLS
ROCKVILLE, MARYLAND

STATEMENT OF
RESPONSIBILITIES
AND RIGHTS

MUKILTEO SCHOOL DISTRICT NO. 6
9401 SHARON DRIVE
EVERETT, WA. 98204

Revised September 1977

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Suspension Rights

If you are going to be suspended from school you have some rights that you should know about.

Si vas a ser suspenso de la escuela, debes saber que tienes ciertos derechos.

1. **You have the right to a hearing before the principal or assistant principal.**

1. **Tienes el derecho de tener una audiencia con el Principal o el Asistente del Principal.**

2. You have the right to be told what rules you have broken and why you are being suspended.

2. Tienes el derecho de saber que reglas has roto y que has hecho para merecer la suspención.

3. **You have the right to tell your side of the story at the hearing.**

3. **Tienes el derecho de contar tu versión de lo ocurrido.**

4. You have the right to bring witnesses or your parents to your hearing.

4. Tienes el derecho de traer a tu audiencia a un testigo o a tus padres.

5. If you are suspended, you have the right to keep up with your classes during the period of suspension.

5. Aunque has sido suspenso, tienes derecho a hacer tus tareas para no atrasarte en tus clases.

Summary of Modified Delphi Technique

1. Arrive at rating individually.
2. Share ratings and determine a mean.
3. Share ratings.
4. Conduct a third round if necessary.

Uses for Delphi Technique

- Achieve consensus as to seriousness of offenses
- Achieve consensus as to effective sanctions, deterrents

Course Agenda by Module

Course 2 - Discipline

Module 2.3 - Establishing Effective Discipline Policies

Total Time 65 minutes using Option 4A
55 minutes using Option 4B

Module Summary

The policies which define behavior expectations for students form the backbone of any good discipline program. This module reviews the importance of developing fair, clearly articulated discipline policies, provides examples of due process policy statements, and offers approaches to policy development by consensus.

Activity/Content Summary	Time
1. Introduction	5 min.
A. Purpose of the Module	
B. Rationale for Good Discipline Policies	
The legal requirements and behavioral benefits of having clear, comprehensive policy statements are presented.	
2. Elements of a Good Discipline Policy	15 min.
A. Overview of Policy Elements	
The group provides elements of a discipline code. Trainer refers to the NSRN Resource Handbook on Discipline Codes.	
B. Relating Policy Elements to Various Groups	
The need to have policy in different forms for different audiences is stressed.	
C. Summary of Elements	
3. A Policy Example	10 min.
A. Review of Due Process Considerations or of Sample Discipline Code	
B. Ways Schools Articulate Due Process Rights	
A sample student rights orientation is presented.	

Activity/Content Summary	Time
Optional Section	
4a. The Issue of Student Involvement in Policymaking	40 min.
A. Summary of Issues to Consider in Policymaking Trainer refers participants to background material on policy issues.	
B. Importance of Student Input Student "buy-in" through involvement is stressed.	
C. Ways to Achieve Student Input	
D. Reaching Consensus	
E. Small Group Activity with Worksheet: Modified Delphi Method for Achieving Consensus After an explanation of modified Delphi, participants complete worksheet, Survey of Critical Behavior Incidents, and small groups work through the Delphi process.	
or	
Optional Section	
4b. Some Issues and Answers in Developing Effective Discipline Policies	15 min.
A. How Do We Involve Students?	
B. How Do We Involve Faculty, Community Members, and Administrators?	
C. How and When Do We Inform School and Community Members about the Code?	
D. How Do We Ensure that Students Read and Understand Statements of Rights and Responsibilities?	
E. Other Issues in Developing Effective Codes	

Materials/Equipment	Sequence/Activity Description

(TRAINER NOTE: Trainer is to select one of two options 4a or 4b--as the closing portion of this module.)

1. Introduction (5 min.)

A. Purpose of the Module

The trainer points out that the area of discipline policy writing or modification is extremely complex. In this session, therefore, we will concentrate on only a few topics.

These are--

- o The importance of having explicit, clearly stated discipline policies
- o One example of a key element of policy development--the area of student due process rights
- o One issue in policy development--student involvement (4a) or a review of several issues that must be addressed when developing discipline codes (4b).

For participants interested in exploring the subject further, handouts and background materials will be provided. Specifically, participants are reminded of the NSRN-developed Discipline Policy Handbook which illustrates codes from schools throughout the United States

B. Rationale for "Good" Discipline Policies

Trainer should discuss the following points:

- o Firm, fair and consistently enforced discipline is a hallmark of a "safe" school, according to the NIE Safe Schools study. The foundation for effective discipline is comprehensive, articulated policy. The school's policies are often in a discipline code.

Materials/ Equipment	Sequence/Activity Description

- There is clear evidence that students are more likely to "buy into" rules if they know what they are.
- The process of "thinking it through" itself will lend valuable insight into the nature and purpose of discipline in the school, particularly when the views of students, parents, teachers, and other concerned groups are elicited.

2. Discussion: Elements of a Good Discipline Policy (15 min.)

A. Overview of Policy Elements

Trainer should begin by providing a definition of the term "policy":

- A policy is a set of general principles by which a group is guided in its management
- The term denotes an issue of general purpose directed toward the welfare of the group.

Trainer asks the group to suggest elements that should be in a policy statement or code and notes answers on a flip chart.

(TRAINER NOTE: Participants can be expected to suggest such topics as attendance policy, rights and responsibilities, discipline procedures, school's perspective, etc.)

Flip chart

Pens

Resource Material R.2.3.1

After allowing the group to suggest a number of ideas, trainer should suggest to participants that their ideas probably fall into the following five categories, typically found in a discipline code:

- Philosophy--Many discipline policies begin with a statement regarding their perspective on student behavior. Most discipline philosophies range along a continuum from an emphasis on student self-governance, students rights and responsibilities, and democratic decisionmaking to an emphasis on administrative rule and *in loco parentis* privileges. (The NSRN Discipline Policies Handbook provides numerous illustrations of the variety of codes along this continuum.)

Materials/ Equipment	Sequence/Activity Description

- Student Rights and Responsibilities--Included in this section of the code are policy statements on freedom of speech and assembly, and dress codes. Students, as citizens, are guaranteed individual rights that imply corresponding responsibilities. A right is defined as a power or privilege of free action. Responsibility is an obligation to answer for an act done. In order to preserve rights, individuals have a responsibility to preserve the rights of others. For example, while students have the right of free speech, they have the accompanying responsibility to refrain from slander.

- Rules--A major component of most codes is the section on rules. Rules are established standards, guides, or regulations prescribing, directing, or forbidding action. Typically rules govern specific conduct.

- Sanctions--Penalties provided as a means of enforcing obedience are called sanctions or consequences. All rules have sanctions because when rules are disregarded somebody intervenes.

- Procedures--Examples of types of procedure statements include how to handle discipline problems, what to do in emergency situations, enforcement procedures, procedures for students to appeal a discipline decision, and procedures for amending the discipline policy.

(NOTE: Trainer should relate participant suggestions to these categories as applicable.)

B. Relating Policy Elements to Various Groups

Trainer asks group to suggest who should be aware of these elements of policy. As group suggests people (administrators, parents, teachers, students, etc.), trainer should probe by asking, "How can they be made aware of this policy?" He or she notes answers on a flip chart. The point to stress here is that policy will take different forms as articulated for different audiences.

Materials/ Equipment	Sequence/Activity Description

C. Summary of Elements

(NOTE: It should be apparent to the participants at this point that there are a number of elements comprising effective policy and a number of audiences to whom it must be addressed.)

Trainer summarizes as follows:

- o In designing policies, it is clear we must keep in mind a number of issues--and a number of potential audiences.
- o However, it is not our purpose here to look at all these issues or try to relate them to all audiences. Instead, let us look quickly at one key issue in terms of school violence and vandalism--and see how that policy may be articulated and expressed.

3. Minilecture Using Transparencies: A Policy Example--Student Due Process Rights (10 min.)

A. Review of Due Process Considerations

Trainer should make the following points:

- o Nationwide, schools are wrestling with the question of due process: what it means and how to ensure it.
- o Due process is a right guaranteed by the U.S. Constitution and reaffirmed in recent Supreme Court decisions. The Constitution defines due process as follows:

Transparency 2.3.1

Show Transparency 2.3.1 and make the points below.

Materials/ Equipment	Sequence/Activity Description

Due Process

"No person shall be...deprived of life, liberty, or property, without *due process of law*...

Fifth Amendment, Bill of Rights, U.S. Constitution.

"...nor shall any State deprive any person of life, liberty, or property, without *due process of law;* nor deny to any person within its jurisdiction the equal protection of laws."

Fourteenth Amendment, U.S. Constitution

o But how does this become reflected in school policy? The State of South Dakota summarizes it like this:

Transparency 2.3.2

Show Transparency 2.3.2, and note the three requirements.

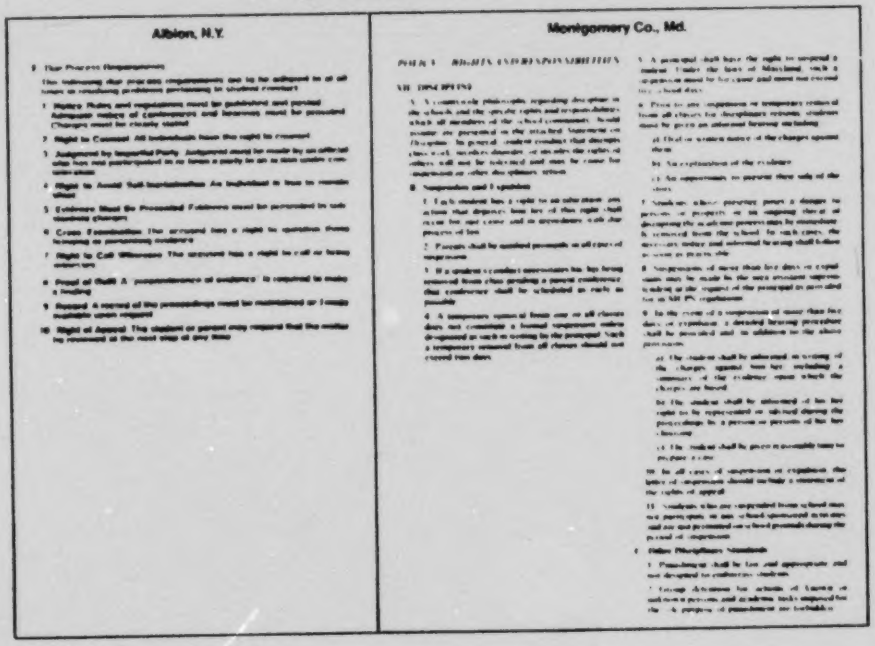
The Three Requirements of Due Process

- There must be a fair and reasonable rule which has been broken or disobeyed.
- The rule must apply equally to all students in the school.
- If punishment is meted out for a violation of reasonable and fair rule, that procedure by which the punishment is assessed must be fair, reasonable, and impartial.

Summarized by the State of South Dakota

Materials/ Equipment	Sequence/Activity Description
Transparency 2.3.3	Show Transparency 2.3.3 and make the points below.

Student Handbook
Policy Statement on Due Process



- o At the school level this becomes translated into school policy, articulated in its discipline code, and hopefully transmitted to students in the form of student handbooks.
- o These examples are included in the NSRN Discipline Policies Handbook

Remove transparency and ask the following questions:

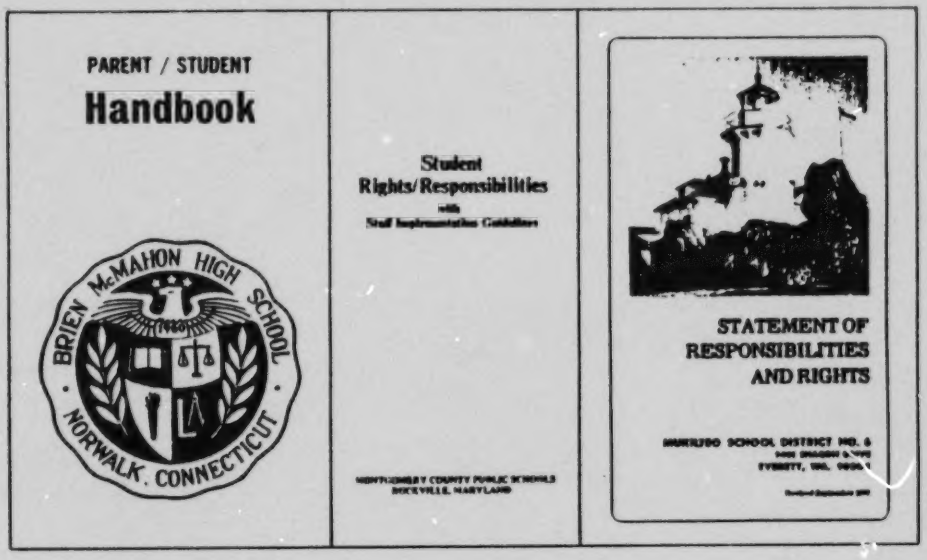
- o But how many parents will read something like this? And how many students will understand it?

B. Ways Schools Articulate Due Process Rights

Transparency 2.3.4	Show Transparency 2.3.4 and make the points below.

Materials/ Equipment	Sequence/Activity Description

Student Handbooks on Rights and Responsibilities



- The Discipline Policies Handbook has a variety of code examples.

- It is important to present ideas like these in clear, easy-to-understand form. Many schools provide entering students with a student handbook that spells out discipline policy.

(Remove Transparency)

- The City of Chicago translated its policy on due process suspension rights into a Bill of Student Rights and Responsibilities.

- Other schools provide orientation sessions for students concerning school policy. NSRN has adapted the Chicago Bill of Student Rights into a transparency form suitable for student orientation sessions. (We also translated it into Spanish.)

Materials/ Equipment	Sequence/Activity Description
Transparency 2.3.5 - 2.3.10 2.3.5	Show Transparencies 2.3.5 through 2.3.10 and review rights listed. **Suspension Rights** **If you are going to be suspended from school you have some rights that you should know about.** **Si vas a ser suspenso de la escuela, debes saber que tienes ciertos derechos.**
Transparency 2.3.6	1. **You have the right to a hearing before the principal or assistant principal.** 1. **Tienes el derecho de tener una audiencia con el Principal o el Asistente del Principal.**

Materials/ Equipment	Sequence/Activity Description
2.3.7	2. You have the right to be told what rules you have broken and why you are being suspended. 2. Tienes el derecho de saber que reglas has roto y que has hecho para merecer la suspención.
Transparency 2.3.8	3. You have the right to tell your side of the story at the hearing. 3. Tienes el derecho de contar tu versión de lo ocurrido.

Materials/ Equipment	Sequence/Activity Description
2.3.9	4. You have the right to bring witnesses or your parents to your hearing. 4. Tienes el derecho de traer a tu audiencia a un testigo o a tus padres.
Transparency 2.3.10	5. If you are suspended, you have the right to keep up with your classes during the period of suspension. 5. Aunque has sido suspenso, tienes derecho a hacer tus tareas para no atrasarte en tus clases.

Materials/ Equipment	Sequence/Activity Description

Trainer concludes by asking participants to suggest other ways that school policy concerning suspension rights may be articulated.

(TRAINER NOTE: As stated at the beginning of this module, the trainer must decide which of the following two options will compose the final portion of this module:

4a. The Issue of Student Involvement in Policymaking, or

4b. Some Issues and Answers in Developing Effective Discipline Policies.)

4a. Discussion: The Issue of Student Involvement in Policymaking (10 min.)

A. Summary of Issues To Consider in Policymaking

Background Material 2.3.1

Trainer should make the following points:

- o A number of issues are summarized in the Background Material 2.3.1, Some Issues and Answers in Developing Effective Discipline policies, which is a listing of what some schools are doing.

- o However, there is one key issue in developing any school discipline policy--getting students to abide by it. And the best way to ensure that is to enlist their help in developing or revising the school's code.

B. Importance of Student Input

- o Students, administrators, and faculty often disagree as to which behaviors constitute "real" problems for the school--and students often refuse to follow behavior guidelines which they see as "unfair" or unimportant to them.

- o Students input into code development and revision can provide a "buy-in" for the rules that are ultimately set. It can also force clarification of policies which are unfair or arbitrary.

C. Ways To Achieve Student Input

A number of schools have tried novel approaches to getting students involved in the formulation or modification of student codes. For example:

- o The Los Angeles City school system selects students and teachers randomly during an assembly at the opening of school

- o Chicago schools hold elections and students compete to represent the entire student body on a discipline committee.

Trainer should ask participants to suggest additional ways that student input can be achieved.

(TRAINER NOTE: At this point participants should understand that one of the most effective ways of getting codes written and adhered to is to involve students along with faculty, parents, administrators, etc. Section 4 of this outline focuses on a method for getting such a diverse group as this started in the complex task of developing discipline policies.)

D. Reaching Consensus

- o Many schools have found it very useful to involve students, parents, teachers, administrators, etc., in the development of discipline codes.

- o However, when such a varied group as this is brought together there are bound to be differences in opinion about any part of the code. For example,

Materials/ Equipment	Sequence/Activity Description

- What are the critical behaviors a code should deal with?

- What should be the sanctions for unacceptable behavior?

o We suggest to you, then, that if you attempt to develop discipline codes by a task group composed of students, teachers, parents, and other interested parties, the very next thing to be dealt with is a tool to facilitate this group in reaching consensus.

E. Small Group Activity With Worksheet: Modified Delphi Method for Achieving Consensus

Trainer explains the modified Delphi technique making the following points:

o One technique that may aid diverse groups in reaching consensus is the modified Delphi technique.

o Participants will be asked to agree on the relative seriousness of certain disciplinary offenses using the Delphi technique.

Transparency 2.3.11

Show Transparency 2.3.11 and make the point below.

Summary of Modified Delphi Technique

1. Arrive at rating individually.
2. Share ratings and determine a mean.
3. Share ratings.
4. Conduct a third round if necessary.

Materials/ Equipment	Sequence/Activity Description
Participant Background Material 2.3.2	o The Transparency summarizes the major steps in the Delphi technique. A more detailed summary of the technique is included in the Participant Background Materials 2.3.2, The Delphi Technique.
Transparency 2.3.12	Show Transparency 2.3.12 and make the points below.

Uses for Delphi Technique

- Achieve consensus as to seriousness of offenses
- Achieve consensus as to effective sanctions, deterrents

o The Delphi technique is a useful tool in achieving consensus throughout the code development process

o Today we will use it to achieve consensus on the seriousness of one group of offenses.

Participant Worksheet 2.3.1

Trainer directs participants to complete Worksheet 2.3.1, Survey of Critical Behavior Incidents:

o Participants are to rate the seriousness of 17 incidents.

o Unless otherwise indicated, incidents on the survey are first offenses.

Handout 2.3.1

Trainer directs participants to form into four groups of seven to nine and select a recorder. Recorder uses Handout 2.3.1, Delphi Technique Recorder's Sheet, to record the group's replies. Participants should--

o Announce to the group the seriousness they gave to the first four incidents on the survey

Materials/ Equipment	Sequence/Activity Description

- Explain to their group the reason for their seriousness rating for one of the incidents

- Re-rate that incident following the group discussion.

Trainer explains that this exercise will conclude the session on discipline policy development.

4b. Discussion: Some Issues and Answers in Developing Effective Discipline Policies (15 min.)

(Trainer should prepare for this portion of the lecture by reviewing Background Material 2.3.1, Some Issues and Answers in Developing Effective Discipline Policies. The following are highlights from this document to present to participants.)

A. How Do We Involve Students?

- Many schools have found it useful to involve students in formulating discipline policies and give them a way to change the rules.

Trainer should solicit suggestions from participants and then offer the following suggestions:

- In Philadephia, students are appointed by the student council to serve on discipline policy boards.

- In several Los Angeles Schools, students run for election to serve on discipline boards.

- A New York school administration appoints several students to help write policies.

B. How Do We Involve Faculty, Community Members, and Administrators?

- Faculty, community members, and administrators also need to be involved in writing the rules.

Trainer should solicit suggestions from participants and then offer the following suggestions:

- New York City uses a "consultive council" composed of parents, faculty, and staff to write and modify policies. This council also may solicit student input.

- Chicago has a Child Parent Education Center which acts as a policy recommending body.

- o A Dallas high school has started a community-school management team named "Partners in Educational Planning." This group identifies and prioritizes behavior problems in the school. Membership is opened to all interested persons and open meetings are held monthly.

C. How and When Do We Inform School and Community Members About the Code?

- o Periodic review keeps students, faculty, parents, and community members aware of the rules and discipline procedures.

Trainer should solicit suggestions from participants and then offer the following suggestions:

- o New York schools include a copy of the rules in the student handbook and pass out copies yearly to all students and staff.
- o A Baltimore City principal reviews the rules in the home-room at the beginning of each year and periodically reviews specific rules on the PA system as situations arise.
- o Copies of the rules can be printed up and passed out like a newspaper (Chicago) or posted on conspicuous bulletin boards.
- o In the Dallas school system, each faculty member reviews the student handbook during the first period of the first 3 days to explain and clarify rights and responsibilities. Emphasis is given to the reasons behind the rules.

D. How Do We Ensure That Students Read and Understand Statements of Rights and Responsibilities?

- o Rights carry responsibilities. Codes should define the responsibilities that go with the exercise of those rights.

Trainer should solicit suggestions from participants and then offer the following suggestion:

- o Illinois schools teach and test students on the rules. We cannot necessarily assume all students know how to behave.

E. Other Issues in Developing Effective Codes

Trainer should ask participants for other issues/questions and answers that must be addressed in devloping and evaluating good codes.

Materials/ Equipment	Sequence/Activity Description
	o Examples of additional issues include-- - What are the criteria for evaluating rules? - How do you orient transfer students to the rules? - What kinds of data should be collected and kept on student misbehavior? - What do frequently disobeyed rules have in common?

HANDOUT
2.3.1

Delphi Technique Recorder's Sheet

1. In each of the columns below, list the group's response to the first four incidents on the list.

Response	Question 1	Question 2	Question 3	Question 4
Column Total				
Mean*				

2. For the incident that created the most divergence of opinion, ask the members of the group to explain their selection. Let them know the average or mean score of the group.

3. Have the participants re-rate the seriousness of the incident discussed. List the responses below.

Re-Rating of Question

Responses:

Total:

Mean:

4. Let the group know the average or mean score. If it begins to achieve consensus, they may take a break. If not, repeat Steps 2 and 3.

---

*Mean is calculated by dividing the total score by the number of responses.

Course 2 - Discipline

Module 2.3 - Establishing Effective Discipline Policies

Worksheet I-D 2.3.1

Participant Worksheet

Survey of Critical Behavioral Incidents

Please respond to the following behavioral incidents by circling one of the five digits to indicate its approximate seriousness in your opinion.

KEY: 1 - not a disciplinary issue
2 - not serious/teacher enforcement
3 - somewhat serious/administrator or counselor involvement
4 - serious/suspension or alternative
5 - extremely serious/expulsion and police involvement

	BEHAVIORAL INCIDENT	SERIOUSNESS				
1.	Theft of school property	1	2	3	4	5
2.	Excessive talking in the classroom	1	2	3	4	5
3.	Indecent language or gesture directed at an individual	1	2	3	4	5
4.	Threatening school employee with physcial harm	1	2	3	4	5
5.	Bringing weapons or potential weapons to school	1	2	3	4	5
6.	Defacing school property	1	2	3	4	5
7.	Petting in any form	1	2	3	4	5
8.	Cheating in the classroom	1	2	3	4	5
9.	Fighting	1	2	3	4	5
10.	Throwing litter on school grounds	1	2	3	4	5
11.	Not bringing books and related materials to class	1	2	3	4	5
12.	Cutting class	1	2	3	4	5
13.	Disobeying requests of school employees	1	2	3	4	5
14.	Habitually breaking "dress codes"	1	2	3	4	5
15.	Smoking	1	2	3	4	5
16.	Throwing objects in the classroom	1	2	3	4	5
17.	Body odors	1	2	3	4	5
18.	Extortion of fellow students	1	2	3	4	5

Adaptation of "Critical Behavioral Incidents: Seriousness of the Incident," by Dr. John Purvis, University of Southern Mississippi.

Some Issues and Answers in Developing Effective Discipline Policies

NOTE: The following ideas have been collected by NSRN staff in developing this curriculum. We thank the educators who have shared them, and welcome additional suggestions.

1. Many schools have found it useful to involve students in formulating discipline policies and give them a way to change the rules.

   In Philadelphia, students are appointed by the Student Council to serve on discipline policy boards.

   In several Los Angeles schools, students run for election to serve on discipline boards.

   A New York school administration appoints several students to help write policies.

2. Faculty, community members, and administrators also need to be involved in writing the rules.

   New York City uses a "consultative council" composed of parents, faculty, and staff to write and modify policies. This council also may solicit student input.

   Chicago has a Child Parent Education Center which acts as a policy recommending body.

   A Dallas high school has started a community-school management team named "Partners in Educational Planning." This group identifies and prioritizes behavior problems in the school. Membership is opened to all interested persons and open meetings are held monthly.

3. Periodic review keeps students, faculty, parents, and community members aware of the rules and discipline procedures.

   New York schools include a copy of the rules in the student handbook and pass out copies yearly to all students and staff.

   A Baltimore City principal reviews the rules in the homeroom at the beginning of each year and periodically reviews specific rules on the PA system as situations arise.

   Copies of the rules can be printed up and passed out like a newspaper (Chicago) or posted on conspicuous bulletin boards.

In the Dallas school system, each faculty member reviews the student handbook during the first period of the first three days to explain and clarify rights and responsibilities. Emphasis is given to the reasons behind the rules.

4. The New Jersey School Board Association recommends that the following criteria be applied to every rule:

   a) Is the rule necessary for the orderly, effective operation of the school?

   b) Does the rule involve some suppression of freedom?

   c) If so, is the restriction on the freedom any greater than is reasonably necessary for the orderly functioning of the schools?

   They also point out that non-essential and unenforceable rules are useless (e.g., chewing gum, skateboards).

5. Rights carry responsibilities - codes should define the responsibilities that go with the exercise of those rights.

   Illinois schools teach and test students on the rules. We cannot necessarily assume all students know how to behave.

6. Special arrangements should be made to orient transfer students to the school rules.

   Milwaukee has an "induction center" where school information is shared before the student goes into the regular classroom.

7. It is better if students know what will happen if they break specific rules.

   A San Francisco school, for example, surveyed its teachers and asked them what consequences should follow such rule violations. A rule-consequence chart was prepared enabling students to anticipate possible sanctions following rule violations.

8. Consider shifting the management of serious behavior problems from individual staff members to teams.

   L.A. schools form grade teams among teachers working with the same students.

9. Beyond what the law forbids and the Constitution insures, administrators are often faced with specific problems not addressed by these laws.

   Both New York City and Evanston, Illinois, face this issue by stating their philosophy about student rights in an umbrella policy at the beginning of their codes.

10. Several schools in Chicago collect, maintain, and disseminate data on student behavior to school board officials, parents, and others interested in the community.

11. Consequences of rules violations can have a logical and functional relationship for the offices.

> In Berrien County, Michigan students are not only required to work-off a violation but their jobs are often such that they can directly encounter the consequences for the victim, For example, a student who injures someone works as a volunteer in a hospital; a student who steals a book works in the Lost and Found section of the school library.

12. In writing discipline policies and disciplining students consider the following thoughts:

- Statements of student rights and responsibilities should be brief, clear, and readable

> "Courts consistently have thrown out loosely written or vague discipline codes. The word 'misconduct' has been ruled unconstitutionally vague. So has 'extreme styles' of dress or grooming. So has 'in the best interests of the school'. Ambiguous words--the backbone of school discipline for more than a century--will no longer do."
>
> National School Public Relations Assoc.

- Once students are informed of the rules, they should be required to abide by them.
- Disciplinary actions should take place on an individual basis and in private.
- Avoid intermixing academic evaluations with discipline evaluations.
- Modeling is one of the most effective forms of teaching and learning.
- It cannot be assumed that students know how to behave in school. Some schools teach and test students on the rules of behavior.
- Consider eliminating non-essential or unenforceable rules, e.g., chewing gum and skateboards.
- Offer special privileges to students who regularly obey the rules.

- The most frequently disobeyed rules are those which are:

  related least clearly to the popular perceptions of school functions,

  have been poorly communicated to students,

  enforced least consistently by teachers and administators.

The Delphi Technique

The Delphi technique is an attempt to improve the utilization of experts in analysis, evaluation, and forecasting. It uses informed intuitive judgments in a format other than the committee meeting.

The panel--or committee-approach--to problem analysis has a number of drawbacks. A major defect is that most committees do not make either their reasoning or their assumptions explicit. Committees also tend to operate by seeking a consensus among the views of their members; thus many minority views and alternatives tend to get buried before a final report is written. Often a "bandwagon" syndrome takes hold, putting pressure on members of a panel to go along with a majority view. In many instances an authoritative (or vocal) panel member can drive the panel onto a bandwagon. Finally in a committee meeting, it is often difficult for the individual to change his mind once a position has been taken.

Most of the drawbacks of committee operation are due to the interaction of the personalities and psychologies of the committee members. This implies that a better situation for the utilization of the expert would be a panel meeting without face-to-face confrontations, but with adequate communication and interaction (feedback) between the individuals involved. Note that mere elimination of face-to-face contact alone is not sufficient.

A new approach--the Delphi technique--has been suggested to overcome the difficulties discussed above. In one sentence we might say that in its simplest form the Delphi technique is a carefully designed series of individual interrogations (usually best conducted by questionnaires) interspersed with information and opinion feedback. We will explicate the technique with the aid of a simple illustration.

Suppose a panel of experts is convened to estimate the year by which the employment rate among the black population will be the same as that for the white population. Each panel member responds individually--say by questionnaire--and gives an initial estimate (guess or judgment). A central person running the panel arranges the results of the first round of responses in order from highest to lowest and determines the median.

The second round begins with the results of the first round being sent to each panelist. The respondents are then asked to make a new estimate. If their estimates are outside the interquartile range, the respondents are asked to indicate <u>why</u> their judgments were so different from the majority judgment of the group.

This last step forces those with extreme views to either stand behind their judgments--with explicit reasoning--or to move into the majority's range if no strong convictions are held by the respondents.

In the next round, responses (now spread over a smaller interval) are summarized again, and all the respondents are given a summary of reasons offered by those who have taken extreme positions. Another revision is requested based on the reasoning presented. A respondent whose response is still outside of the interquartile range is required to indicate why he remains unconvinced by opposing argument. In a fourth round, these criticisms are resubmitted to the entire panel and a final revision of estimates is requested. The median of these responses could then be taken as approximating the group judgement or more significantly, the range of responses may be presented, representing an ordered, weighted series of judgments, so that one now does not come up with a single answer, but a set of answers with associated priorities.

In the majority of cases where the technique has been applied there seems to be a convergence of opinion and a narrowing of the interquartile range. In some instances a polarization around a single "answer" has been observed. In other cases two or even three modes or peaks may result.

The working of this Delphi technique depends on a number of factors. In the first instance there is always the question of who is an expert when a panel of experts is convened. Little advice can be proffered here on that topic. The only useful hint in the direction of distinguishing "good" experts from "bad" is to ask for self-evaluation within the context of the Delphi game. If the responses to a particular question are weighted to attach more significance to those answers coming from people who indicated (in the private context of the Delphi technique) that they were more expert in some areas than others, it might be possible to converge to a more accurate response.

Of major importance in the operation of the panel is the communication aspects--interaction and feedback--of the total panel are kept as free as possible. Since experts in different disciplines use different languages, the collocation panel, i.e., the man or group running the Delphi, must phrase the questionnaires and models so that all the respondents understand them.

In conclusion, it might be said that the Delphi technique is a rational way of obtaining the collective judgment and opinion of a panel of experts, uninfluenced by the psychological obstacles that influence conventional panel meetings.

A panel of 10 or so people can be run by one man. As a rule of thumb, figure two hours work per panelist per complete Delphi. Expired time for Delphi depends on speed of processing answers and delays in sending them to the panel.

Due Process in the Schools

Due process is generally divided into the following areas:

- Substantive due process
- Procedural due process.

Substantive due process, which will not be dealt with directly here, is concerned with the issue of equity and fairness in laws and rules. In general, the following criteria are applied:

- The rule must be fair.
- The rule must apply equally to all.
- The rule must be enforced in a fair manner.

Procedural due process--or as it is cometimes called, administrative due process--finds articulation mainly in the rules and regulations covering suspension and expulsion, and grievance and appeals procedures. The State of North Dakota has expressed what it feels are the minimal standards for procedural due process. These standards summarize the major elements involved in the issue:

- Adequate notice of the charges
- Reasonable opportunity to prepare for and meet the charges
- An orderly hearing adapted to the nature and the circumstances of the situation
- A fair and impartial decision.

The right of due process is codified in a wide variety of ways by school districts and local schools throughout the country. The following examples are offered to workshop participants in order to demonstrate different approaches to the issue and to give a better understanding of how due process is operationalized in the school setting. Because due process may vary according to local conditions and legal requirements, the National School Resource Network strongly recommends local legal assistance in the development of due process procedures.

FORMAL HEARINGS

Every effort is made at every school level to resolve problems that arise through the conduct of students which are in violation of the Student's Rights and Responsibilities Document. An informal hearing is heard before the principal or his designee to determine the facts and learn the circumstances of the violation. Witnesses which either of the contesting parties may wish to call are heard and the parents of the student are informed of the violation and the possible consequences. Punishment as prescribed by this document may be administered if it is determined that the violation actually occurred. Parents will be informed by phone or by mail and a conference with them will be required upon the readmission of the student.

As a result of the informal hearing, if the student and his parents feel that they have been agrieved, the following procedural rules for holding formal hearings in expulsion, suspension, and disciplinary cases have been established, for the protection of the rights of students. Provided that the pupil and his parent have not waived their rights to a formal hearing prior to the suspension or expulsion, the following procedure will apply:

1. The student and /or his parents who feel they have been agrieved during the informal hearing, may within 5 days after such informal hearing, send a request for a Formal Hearing to the principal or his designee. This request shall be referred to the Hearing Officer of the School District who shall within 5 days conduct such a hearing. Following the Formal Hearing, he shall state in writing his findings as to the facts, his conclusions, and the dispesition to be made.

2. The pupil shall be permitted to inspect in advance of such Formal Hearing any exhibits which school authorities intend to submit at the Fromal Hearing. He shall have the opportunity to be represented by counsel. He shall have the opportunity to present his version as to the charges and to make such showing by way of exhibitis, affidavits and such witnesses as he desires, as well as having the opportunity to question witnesses.

3. If the School District Hearing Officer confirms the sanction that had been imposed upon the student at the informal hearing, the punishment or consequence of the misconduct will be carried out. If the Hearing Officer reverses the decision of the informal hearing, the student shall be reinstated in school and no penalty shall take place.

4. If after this Formal Hearing, the student and or his parent wish to appeal the decision, they may do so directly to the Board of Directors of the Mukilteo School District within 5 days. The Board shall schedule and

hold a meeting to review the matter with 10 school days from the receipt of the request for the appeal. The same rights of the student shall prevail at the Formal Hearing before the board that were in effect before the Formal Hearing Officer. Prior to Adjournment, the Board shall make its decision known. However, the Board may wish to take one of the following procedures:

1. Agree to study the hearing record and report its findings within 10 school days.
2. Agree to schedule and hold a special meeting to hear further arguments on the case and report its findings within 15 days.
3. Agree to hear the case from the start (de nono) before the within 10 days.

5. Within 30 days of receipt of the Board of Directors final decision, any student and or parent desiring to appeal the action of the Board of Directors regarding their Formal Hearing may serve upon the Chairman of the Board a notice of appeal, such notice to be filed with the Clerk of the Superior Court in the county in which the School District is located.

BOULDER VALLEY SCHOOL DISTRICT RE 2

October, 1978

NOTIFICATION OF DUE PROCESS

Students are to have clearly established means by which "administrative due process" is available to see that the individual's rights are protected. Students are to be involved, singly and collectively, as citizens of the school with the attendant rights of such citizenship and corresponding responsibilities for the proper conduct of their own affairs and those of other students.

Due process may be defined as a course of legal proceedings in accordance with the rules and principles established for the enforcement and protection of individual rights. The concept applies to any dispute between two parties. As a legal concept, enforceable in the courts, it derives its validity from the presence of a court of competent jurisdiction, which has a duty to see to it that the individual's rights are protected. These same conditions are equally necessary to administrative procedures in schools, although they may be discussed and handled in an informal way in most cases.

Of equal importance is the right of school authorities to prescribe and control -- consistent with fundamental and constitutional safeguards -- student conduct in the schools.

Definitions:

1. "Suspension" means the exclusion of a student from attending school activities for a specified and limited period of time as set forth under "Suspension Authority."
2. "Expulsion" means the exclusion of a student from attending school and participating in school activities for a specified period of time not to extend beyond the school year in which the expulsion occurs.

Grounds for Suspension/Expulsion:

1. Continued willful disobedience or open and persistent defiance of proper authority
2. Willful destruction or defacing of school property
3. Behavior which is inimical to welfare, safety, or morals of other pupils
4. Physical or mental disability such that the child cannot reasonably benefit from the programs available

Suspension Authority:

1. A school principal or his/her designee, by written authority of the principal, may suspend a student in his/her school for not more than five school days on the grounds stated in "Grounds for Suspension..."
2. The superintendent of schools may suspend a student for another 10 school days on the grounds stated in "Grounds for Suspension..."
3. The superintendent of schools may extend a suspension for an additional 10 days if necessary in order to present the matter to the next meeting of the Board of Education.

Suspension Procedure:

1. The student will be given oral or written notice by the principal or his/her designee, by written authority of the principal, of the charges against him/her which must be one of those set forth under "Grounds for Suspension..."
2. The student will be provided an opportunity to present his/her side of the story. If the student denies the charges, he/she will be given an explanation of the evidence which the authorities have. This shall not include the right to secure counsel, to confront and cross-examine witnesses or to call his/her own witnesses to verify his/her version of the incident.
3. A student whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be immediately removed from the school by the principal or his/her designee. In such cases, the necessary notice and rudimentary hearing should follow as soon as practicable.
4. If a decision is made to suspend a student, he/she will be notified by the principal or his/her designee, and within one day of the suspension, the school principal or his/her designee shall send a letter to the parent and the student explaining the action taken, stating the days during which the suspension will be in effect, and inviting the parents to meet with the principal for the purpose of discussing the matter if they wish to.
5. Nothing contained in this procedure shall prevent the principal or his/her designee from arranging for parents to attend the meeting with the student at which notice of the charge is given and a hearing is held if necessary, provided that in the judgment of the principal or his/her designee it is in the best interests of the school and the student to do so, and that the meeting can be conveniently arranged.

Expulsion Authority:

1. The Board of Education may conduct the hearing at which the question of expulsion is determined.
2. The Board of Education may delegate the power to expel a student to the superintendent of schools, provided that at its next meeting the superintendent shall report on each case acted upon, briefly describing the circumstances and the reasons for the action.
3. In any case in which the power to expel has been delegated to the superintendent of schools, the decision of the superintendent may, upon the written request of the student or parent, be appealed to the Board of Education. If this occurs, the Board will determine the appeal procedure to be utilized and will promptly advise the student and parent involved.

Expulsion Procedure:

1. The student and his/her parent will be given written notice of the charges against him/her which must be one of those set forth under "Grounds for Suspension/Expulsion."
2. A hearing will be held within 10 school days of the receipt of written charges. The hearing will be before the Board of Education or the superintendent of schools.
3. A student may be suspended pending an expulsion hearing, provided the procedures for suspension are complied with.
4. At the hearing the student may be represented by counsel and will be afforded the opportunity to confront and cross-examine witnesses supporting the charge and to call his/her witnesses to verify his/her version of the incident.
5. The Board of Education or superintendent of schools, as the case may be, will make specific findings in support of any decision reached; and in the event of a decision to expel, the student will be advised of his/her right to obtain judicial review.

POLICY— RIGHTS AND RESPONSIBILITIES

XIII. DUE PROCESS

A. All systemwide and local school regulations that restrict a student's liberties and rights must have a valid goal and must be reasonably expected to achieve this goal.

B. Reasonable notice will be given regarding the availability of all published policies, regulations, and rules affecting students. The MCPS *Policies and Procedures* and this document should be located in the media center of each school and available to students. Each school should publish its disciplinary statement, developed cooperatively by parents, students, and staff, and make copies available to all students. Students shall not be punished for violating any rules which are not covered by MCPS *Policies and Procedures*, the countywide *Statement on Discipline*, the disciplinary statement issued by the school, or other previously published rules.

C. Procedures for Complaints and Appeals

1. Students have the right to appeal actions of school administrators and student governments restricting student freedom and have the right to appeal actions of school-affiliated student organizations denying a student membership.

2. Each school shall establish procedures for the consideration of student problems and the processing of student complaints and appeals. These procedures should be developed through the cooperative efforts of students, faculty, and administration and shall provide for defined time frames to insure speedy resolution of complaints.

3. The student has the right to impartial, expeditious hearings, preceded by clear explanation of procedures for further appeal; and the student has the right to examine witnesses.

4. Any decision of the principal may be appealed to the area assistant superintendent and the superintendent of schools. (This appeal procedure is outlined in the guidelines to this section.)

5. Nothing in either the local school or countywide appeals procedures shall be construed as limiting the right of any student having a complaint to discuss the matter informally with appropriate school personnel.

6. No reprisals of any kind shall be taken by anyone against any student as a result of a complaint or appeal.

7. Local discipline, grievance, and appeal procedures shall be reviewed annually by local school authorities and student representatives. The MCPS appeals procedure shall be reviewed annually.

IMPLEMENTATION GUIDELINES

XIII. DUE PROCESS

A., B. These sections are designed to provide fair treatment for each student involved in a discipline action or a grievance proceeding. In order to insure such treatment, school rules must be consonant with *MCPS Goals of Education* and published existing laws and regulations. Both the countywide and local school discipline codes should be published and made available to parents, students, and staff members. Enforcement of these rules and procedures shall be based on prudent investigation of the circumstances and judicious interpretation of rules and procedures. Students, on their part, have a responsibility to follow the established procedures in seeking changes in policy or procedures and in attempting to resolve complaints and grievances.

C. Each school shall establish procedures for the consideration of student problems and for processing of student complaints and appeals. These procedures should be developed through the cooperative efforts of students, faculty, and administrators. The administration shall provide for a defined time frame within these procedures so as to insure speedy resolution of complaints. Procedures for hearing and appeals within the local school shall be designed to insure that all particulars of the procedures and option for further appeal are made clear to the complainant before the hearing begins, that the person or persons presiding are able to give impartial consideration to the matter at issue, and that each case is processed promptly and expeditiously. The first steps of such procedures should be designed to allow for a settlement of the problem by the persons directly involved. The use of a school staff member serving as an intermediary is suggested for these early steps.

Additionally, the school principal is responsible for distribution of the local school procedures, for planning the necessary implementation with staff, for assuring that students are informed of their appeal rights, for reviewing and evaluating the procedures at least annually, and for forwarding copies of the local school plan to the area assistant superintendent.

The area assistant superintendent is responsible for ascertaining that all schools within the area have developed procedures for hearings and appeals.

Appeal of the Decision of the Principal

If a student has attempted, without success, to have a problem resolved at the local school level and is not satisfied with the decision rendered, the student may appeal the decision to the appropriate area assistant superintendent and the following steps are carried out:

1. Submitting an Appeal

Within ten school days of the decision of the principal the student may request, in writing, a review of the complaint and appeal the decision to the responsible area assistant superintendent. The statement should include:

a) All pertinent factual information

b) The remedy requested

c) A request for:

(1) A review of the complaint and the decision of the principal or

(2) An informal hearing before the area assistant superintendent

2. Review of an Appeal

a) Upon receipt of a request for a review of a decision rendered by the principal, the area assistant superintendent acknowledges receipt of the request.

b) The area assistant superintendent makes a decision based on the information submitted by the student and any additional information obtained, or the assistant superintendent may establish a five-member board as follows:

(1) The board should be comprised of two students, two teachers, and one administrator selected at random from an area pool by the teacher specialist for student affairs.

(2) The five-member board meets within five school days of the date the board is established to review all information and submit recommendations to the area assistant superintendent for consideration.

(3) The area assistant superintendent makes a decision based on the recommendations of the board, the information submitted by the student, and any additional information obtained.

c) Within ten school days of the date the appeal is received, the area assistant superintendent notifies the student and principal, in writing, of the decision concerning the appeal.

3. Informal Hearing Before the Area Assistant Superintendent

a) Upon receipt of a request for a hearing, the area assistant superintendent does the following:

(1) Acknowledges receipt of the request

(2) Sets the date for an informal hearing (note: the hearing must be held within ten school days from the date the request is received)

(3) Informs all individuals concerned, in writing, of the time, date, and place of the hearing

(4) Notifies the student of the right to present information, evidence, and witnesses

b) The area assistant superintendent is responsible for the following:

(1) Conducting the hearing

(2) Questioning parties to the informal hearing

(3) Providing an opportunity for the student to question parties to the hearing

c) Within five school days after the informal hearing, the area assistant superintendent does the following:

(1) Reviews all data and information presented at the hearing

(2) Renders a decision

(3) Notifies the student and principal, in writing, of the decision and the student's right to appeal the decision

4. Review by the Superintendent (or Designee)

a) The student may appeal the decision of the area assistant superintendent. The appeal must be submitted to the superintendent within ten school days of the receipt of the notification of the decision of the area assistant superintendent and include information to justify the appeal.

b) The superintendent (or designee: deputy superintendent or associate superintendent for administration) reviews the issue and related information.

c) Within five school days of receipt of the appeal, the superintendent (or designee) renders a decision and notifies the student, principal, and area assistant superintendent in writing.

NSRN Compendium Listing

Discipline and Governance: Guidelines, codes, and handbooks

Code

VI-B-2.1 Albion Central School, New York
"Student Conduct, Placement, and Attendance."

VI-B-2.2 Purvis, J.
"Student Discipline Handbook" Hattiesburg, Mississippi; 1978.

VI-B.2.3 Broward County, Florida
"Student Conduct and Discipline Code."

VI-B-2.4 Salt Lake School District
"Discipline Policy Statement."

VI-B-2.5 Brian McMahon H.S., Norwalk, Connecticut
"Parent/Student Handbook."

VI-B-2.6 Montgomery County Public Schools, Rockville, Maryland
"Student Rights/Responsibilities with Staff Implementation Guidelines."

VI-B-2.7 Chicago Board of Education
"An Atmosphere Conducive to Learning in the Schools"; 1974.

VI-B-2.8 Montgomery County, Maryland
"Thomas S. Wooton High School Student Handbook."

VI-B-2.9 Montgomery Public Schools, Montgomery, Alabama
"Pupil Responsibilities: A Statement of Policy."

VI-B-2.10 Perry County, Mississippi
Draft of "Student Discipline Handbook."

VI-B-2.11 Des Moines Independent Community School District, Iowa
Draft of "Discipline Policy."

VI-B-2.12 Jefferson County Public Schools, Louisville, Kentucky
"Uniform Code of Student Conduct."

VI-B-2.13 Wake County Public School System, North Carolina
"Code of Student Conduct."

VI-B-2.14 Boston Public Schools
"Code of Discipline."

VI-B-2.15 Fairfax County Public Schools, Fairfax, Virginia
"Responsibilities and Rights of Secondary School Students."

VI-B-2.16 Statewide Youth Advocacy, Inc., New York
"Code Project."

VI-B-2.17 Dade County, Florida
"Guidelines on Current Law and Practices."

VI-B-2.18 Jefferson County Public Schools, Kentucky
"Student Rights and Responsibilities in Jefferson County Public Schools"; 1974.

VI-B-2.19 Dallas Independent School District, Texas
"Code of Conduct."

VI-B-2.20 Dade County Public Schools, Florida
"Procedures for Maintenance of Acceptable Student Behavior in School Life"; 1977.

VI-B-2.21 Mukilteo School District No. 6, Everett, Washington
"Statement of Responsibilities and Rights"; 1977.

Course 2 - Discipline

Module 2.4 - Establishing Effective Discipline Practices

Module Synopsis

Purpose

School personnel are faced with behavior problems on a continuum ranging from mild nuisance to severe violence. The purpose of this module is to equip the participants with six different ways of thinking about what causes misbehavior and ways to use these points of view to remedy disturbances and to understand the advantages and disadvantages of a variety of disciplinary techniques.

Objectives

Participants will be able to--

1. List six major causes for student misbehavior
2. List at least one discipline strategy to correct misbehavior based upon each of the six causes
3. Be able to diagnose why a specific discipline technique may not be effective in a given situation
4. Know where to obtain reference materials regarding each of the six causes/remedies to behavior problems.

Target Audiences/Breakouts

This is an optional core module targeted at the preoperational and operational levels. It is, therefore, appropriate for a broad mix of participants.

Module Synopsis (continued)

Course 2 - Discipline

Module 2.4 - Establishing Effective Discipline Practices

Media/Equipment

Overhead projector
Screen
Pencils/paper
Video tape player and monitor

Materials

Transparency

2.4.1 Approaches to Interpreting Behavior

Audiovisual

2.4.1 Video Vignette "Teacher I Got Your Goat"

Handouts

2.4.1 Discipline Situations: Darryl and Lisa
2.4.2 Psychodynamic/Interpersonal Approach
2.4.3 Behavioral Approach
2.4.4 Sociological Approach
2.4.5 Human Potential Approach
2.4.6 Biophysical Approach
2.4.7 Eclectic/Ecological Approach

Background Material (Trainer/Participant)

2.4.1 Six Approaches to Viewing Human Behavior

Background Material (Trainer)

2.4.2 Examples of Hypotheses and Interventions for the Video Vignette

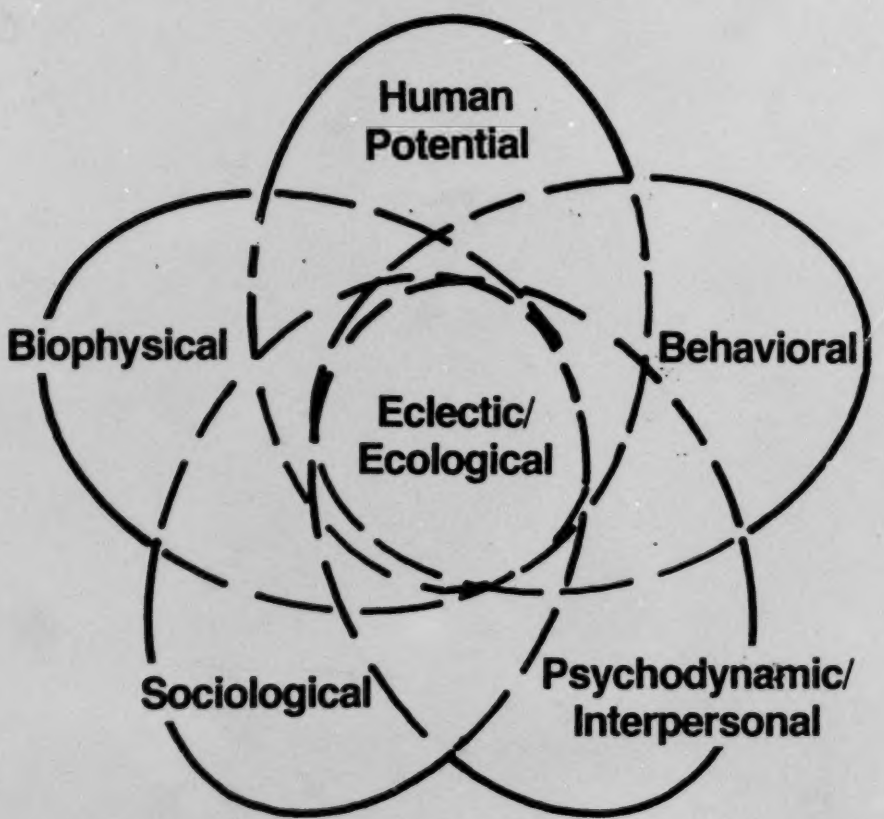
Resource Material

R.2.4.1 Some Alternatives to Corporal Punishment in the Schools

Bibliography

Six Theories of Human Nature

Approaches To Interpreting Behavior



NCSCPAS 8-79

Course Agenda by Module

Course 2 - Discipline

Module 2.4 - Establishing Effective Discipline Practices

Total Time 1 hour and 30 minutes

Module Summary

School personnel are faced with behavior problems on a continuum ranging from mild nuisance to severe violence. This module is designed to equip participants with six different ways of thinking about what causes misbehavior and ways to use these points of view to remedy disturbances. Case examples and a video vignette support the learning.

Activity/Content Summary	Time
1. Purpose of Module The purpose of this module is to look at a broad range of discipline problems from six different perspectives. It is suggested that these six theories may be useful in diagnosing causes of misbehavior and in developing corrective discipline strategies.	10 min.
2. Participants Discuss Discipline Situation I - Darryl Participants are introduced to the six theories of human nature by first selecting a possible remedy for a classroom discipline problem.	5 min.
3. Overview of Six Theories of Human Behavior	15 min.
A. Introductory Comments Trainer explains that each of the approaches to resolve Darryl's discipline problem illustrates one of six theories of human nature. Each will be discussed in turn.	
B. Review of Biophysical Approach Good physical health leads to good behavior. There is a link between the health of the body and behavior.	
C. Review of Psychodynamic/Interpersonal Approach This model views behavior as a complex interaction of drives, needs, and environmental forces. Misbehavior occurs when needs are not met at crucial life stages.	

Activity/Content Summary	Time

D. Review of Behavioral Approach

This approach views behavior as learned through a paradigm of reward and punishment. Misbehavior develops when inappropriate behaviors are reinforced.

E. Review of Sociological Approach

This model of behavior encompasses a cultural view, proposing that deviant behavior is that which differs from the norms of mainstream society, and that cultural and societal factors influence behavior.

F. Review of Human Potential Approach

This view of behavior focuses on the potential for the individual to express him/herself in an individual way. Misbehavior occurs when individuals are not allowed to express themselves in ways that are innately theirs.

G. Review of Eclectic/Ecological Approach

This model sees behavior as the result of interaction between individual characteristics and the environment. Attitudes of those viewing behavior as deviant may need to be altered, or the situation as a whole be altered.

4. Participants Review Six Theories and Complete Discipline Situation II - Lisa — 20 min.

A. Participants Form Small Groups

Participants divide into six groups. Each group is given a more detailed summary of one of the six theories to review.

B. Participants Complete Discipline Situation II - Lisa

Each group reviews the discipline problem illustration and discusses causes and interventions based on the theoretical approach they have been assigned.

C. Sharing of Solutions Based Upon the Six Theories

Members of each group report out the theory they have reviewed and tell how they would remedy Lisa's problem making use of their respective theory. Participants and trainer add to the solutions.

D. Summary Remarks

The usefulness of a variety of ways of thinking about students' misbehaviors is stressed.

Activity/Content Summary	Time
5. Viewing of Vignette "Teacher, I Got Your Goat" Participants are asked to draw upon their own experiences and these six theories as they view a vignette of another discipline problem and try to resolve the problem. This vignette was developed, in part, by students in an inner city school in Philadelphia.	30 min.
6. Conclusion: Usefulness of a Multifaceted Approach to Discipline Trainer and participants will evaluate and share opinions as to the usefulness of these six theories in managing discipline problems in the school.	10 min.

Materials/Equipment

Sequence/Activity Description

1. Trainer Introduction to Purpose of Module (10 min.)

Trainer should make the following points:

- o School personnel are faced with as many different behavior problems as there are students in the school.
- o Discipline problems occur on a continuum ranging from a mild nuisance to severe violence.
- o In this module we will look at six different theories of behavior.
- o Each of these theories will attempt to explain: (1) causes of misbehavior, and (2) strategies for getting students to behave.
- o Participants will review these six theories and suggest ways to implement them through several structured exercises.

(NOTE: The following seven steps summarize the content of this module.)

- Participants will attempt to resolve an illustration of a discipline problem, "Darryl."
- Trainer will relate possible solutions to the "Darryl" problem to a summary description of six theories of human behavior.
- Participants will then break into six groups.
- Each group will receive a more detailed description of one of the six theories and be asked to solve a second discipline problem based upon their respective theory.
- Each group will then report out their solutions to the larger group.
- Participants will then view a vignette of a discipline problem, "Teacher, I Got Your Goat."
- Employing their respective theory and their own practical experience, groups will suggest ways to resolve this problem and share solutions.)

Materials/ Equipment	Sequence/Activity Description

2. Participants Complete Worksheet: Discipline Situation I - Darryl (5 min.)

Handout 2.4.1, Discipline Situations: Darryl and Lisa

Trainer distributes Handout 2.4.1 and explains:

- o This exercise asks you to choose one of six reasons why you think students misbehave and what steps might be taken to remedy the problem.

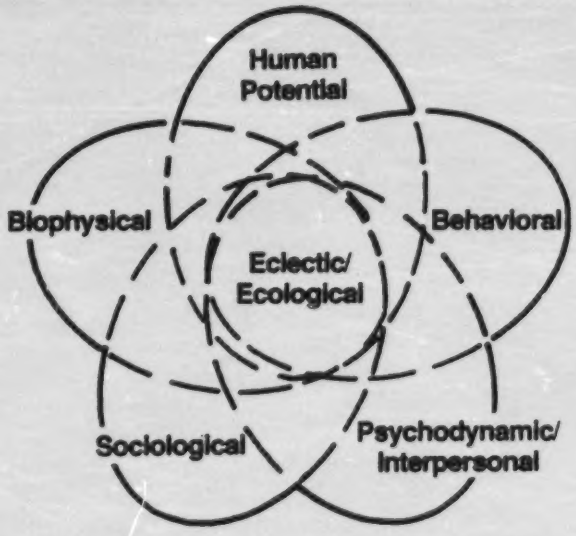
(NOTE: Trainer should allow about 5 minutes for participants to read and complete classroom discipline situation I - Darryl, and then procede.)

3. Overview of Six Theories of Human Behavior (15 min.)

Transparency 2.4.1

Show Transparency 2.4.1.

Approaches To Interpreting Behavior



A. Introductory Comments

- o In the Darryl case study, you have just tried to make some assumptions about what caused Darryl to misbehave.
- o Each of you chose one of six possible ways of remedying this problem.
- o Each one of the possible choices following the problem is connected to one of the six different theories of behavior.
- o We will now look at each of these theories in turn.

Materials/ Equipment	Sequence/Activity Description
Background Materials 2.4.1, Six Approaches to Viewing Human Behavior	(NOTE: Prepare for this lecture by reading background piece 2.4.1, Six Approaches to Viewing Human Behavior. The following points B through G highlight each of these six theories.)

B. Theory Number 1: The Biophysical Approach

Trainer should make the following points:

- o Looking at Darryl's problem, if you selected choice a) you have selected the biophysical approach.
- o This theory--
  - Focuses on the physical health of the student.
  - Suggests that the causes of misbehaviors are due to biophysical and constitutional factors, e.g., how is the student's health, is he or she eating properly, are there any unusual inheritance factors, are there any hearing or vision problems, etc.?
  - Has as its goal of intervention to restore physical health or provide compensatory techniques.
  - Possible solutions might include diet, medicine, treatment for eye/ear problems, prosthetic devices, etc.

C. Theory Number 2: The Psychodynamic/Interpersonal Approach

- o If you selected choice b) you chose the psychodynamic/ interpersonal approach.
- o This theory--
  - Focuses on students' internal needs and motivation. Behavior, for example, may reflect early and present family relations.
  - Suggests that the causes of misbehavior reflect interaction of drives, needs, and environmental forces.
  - Has as its goal of intervention to develop socially acceptable expressions of emotion and improve self-esteem.
  - Possible solutions might include allowing for expression of needs (group counseling, sports, work), building self-awareness, or finding appropriate models.

Materials/ Equipment	Sequence/Activity Description

D. Theory Number 3: The Behavioral Approach

- o If you selected choice c), you chose the behavioral approach.
- o This theory--
  - Focuses on behavior and setting.
  - Suggests that the causes of behavior are based in reward and punishment. If a misbehavior reoccurs, somehow it is being reinforced. For example, when a student creates a disturbance and receives attention from teacher and peers, his or her misbehavior is reinforced.
  - Goals of intervention involve increasing desirable behavior and getting rid of negative behavior.
  - Possible solutions are to reinforce desirable behavior (by providing more attention, supportive statements, special privileges) and to ignore negative behavior when possible, or introduce competing behaviors. For example, some schools hire students to be security aides, thus setting up competing behavior.

E. Theory Number 4: The Sociological Approach

- o If you chose option d), you selected the sociological approach.
- o This theory--
  - Focuses on society and groups and roles within society.
  - Suggests that the causes of behavior derive from acculturation to either mainstream or deviant norms. Behavior is labeled appropriate or inappropriate according to society's norms and values.
  - Has as its goal of intervention to define norms and values of mainstream and subgroup cultures. For example, fighting or other aggressive responses may be reinforced by a subgroup culture, but not by mainstream culture. Look at societal conditions promoting deviant behaviors.
  - Possible solutions are to modify existing systems, understand diverse groups' norms and values, and understand role expectations. For example, some

schools can have ethnic days--Italian, Spanish, etc.--or provide multicultural training.

F. Theory Number 5: The Human Potential Approach

- o If you chose option e), you selected the human potential approach.
- o This theory--
  - Focuses on the individual and the necessary climate for actualization of potential.
  - Suggests that the causes of misbehavior include alienation and inhibition of individual growth. For example, a school may reject a student's feelings or demand conformity.
  - The goal of intervention involves providing a nurturing environment and acceptance of the full range of human emotions.
  - Possible solutions include alternative educational opportunities, personalizing teacher/student relationship, and including all groups in policy decisions.

G. Theory Number 6: The Eclectic/Ecological Approach

- o If you selected option f), you chose the eclectic/ecological approach.
- o This theory--
  - Focuses on the interaction of various forces with the individual.
  - Suggests that causes of misbehavior arise from interaction of individual and environmental forces.
  - Goals of intervention include increasing the compatibility of individual and environmental demands.
  - Possible solutions include teaching behaviors accepted by mainstream culture or modifying perceptions of school personnel so that more "room" is provided to incorporate students' needs.

Materials/ Equipment	Sequence/Activity Description

4. Participants Review Six Theories and Complete Discipline Situation II - Lisa (20 min.)

Handout 2.4.1 (distributed earlier) and Handouts 2.4.2-2.4.7

A. Participants Form Break-Out Groups

Trainer instructs participants to form six groups of five to seven members each and follows the procedures below:

(1) Distribute to each group one of the handouts numbered 2.4.2 - 2.4.7. (Each summarizes one of the six theories of student behavior. The assignment of one group per theory is random.)

(2) Request that each group take several minutes to review and discuss their assigned theory.

B. Participants Complete Discipline Situation II - Lisa

The procedures are as follows:

(1) Trainer instructs participants to turn to Handout 2.4.1, Discipline Situations: Darryl and Lisa.

(2) Using information from their respective theory, each group is to look at the causes of Lisa's problems and suggest what interventions might be made.

(NOTE: Allow participants about 5 to 10 minutes to complete this task.)

C. Sharing of Solutions Based Upon the Six Theories

The procedures are as follows:

(1) Members from each group report-out to the entire group a summary of their theory and suggested interventions/solutions.

(2) Trainer or participant outside the report group may wish to suggest additional interventions based upon that theory.

(NOTE: A sample intervention for each theory is included on the next page.)

Materials/ Equipment	Sequence/Activity Description

Sample Interventions
For Discipline Situation II - Lisa

Eclectic/ Ecological	- Enroll Lisa in the work study program at her school which will allow her to work in the dress factory and attend school alternate weeks.
Psychodynamic/ Interpersonal	- Involve Lisa and her parents in family counseling to resolve conflicts related to expectations for Lisa and explore to what extent family discord is influencing Lisa's current behavior.
Biophysical	- Enroll Lisa in a program for drug addicts or, at the very least, carefully monitor her activities so that she can't get drugs, gets more rest, and leads a more appropriate schedule for a young adult.
Human Potential	- Arrange for the guidance counselor, with whom Lisa already has a good relationship, to see Lisa daily to help with particular problems, and provide ongoing support.
Sociological	- Accept Lisa's behavior as typical of the young adult today and eventually she will assume the life style that her parents want for her.
Behavioral	- Have Lisa transferred to a private, academically oriented school where there is tremendous reward for academic progress.

D. Summary Remarks

Trainer reiterates the importance for all school personnel to have a variety of ways of thinking about causes of students' misbehavior and how to remedy those problems.

- o It should be clear that there is no one best approach to all discipline problems.
- o It is also important to understand under what conditions these techniques are most effective.

5. Viewing of Vignette "Teacher, I Got Your Goat" (30 min.)

Audiovisual 2.4.1, "Teacher, I Got Your Goat"

- o In an effort to evaluate the usefulness of these theories, participants will now view a video vignette of a classroom discipline problem.
- o This vignette was developed by a number of students in an inner city school in Philadelphia.

Materials/ Equipment	Sequence/Activity Description

- Each group is to use their assigned theory and draw upon their own personal experiences.
- Participants are to spend approximately 15 minutes discussing why the incident occurred and developing solutions based upon their respective approaches.
- We will then ask you to share with the larger group suggested causes and solutions to the discipline problem in "Teacher, I Got Your Goat."

Trainer Background Material 2.4.3, Examples of Hypotheses and Interventions for the Video Vignette

(NOTE: To facilitate this discussion, refer to Trainer Background Material 2.4.3 for additional suggestions of causes and solutions.

6. Summary: Usefulness of a Multifaceted Approach to Discipline (10 min.)

Trainer will conclude this module by encouraging participants to assess the usefulness of six views of student behavior. Trainer may wish to stimulate this closing discussion with the following probes:

- Do the theories help you to decide which action to take when there are a variety of problems?
- Do you think it's helpful to make hypotheses regarding why students misbehave?
- Are the theories useful in a practical way?
- Do you think they would be useful primarily in the classroom or in any setting in the school?

When the discussion concludes or time is up, trainer reminds participants of the materials available to them accompanying this module:

- Participant Background 2.4.1, Six Approaches to Viewing Human Behavior.
- Resource Material R.2.4.1, Some Alternatives to Corporal Punishment in the Schools.
- Bibliography in the Participant Guide, Six Theories of Human Nature.

Discipline Situation I: Darryl

(Please read the following illustration of a discipline problem. Then circle one of the six options.)

Darryl is very thin, 14 years old, and often comes to school in clothes that need washing and mending. He lives with his father in a deteriorating section of a low economic urban neighborhood. His mother abandoned the family when Darryl was an infant. In school, Darryl rarely participates but gets extremely angry when called upon directly. He seems to be tired and often "catnaps." Certain subjects seem to spark his interest, but his work remains extremely poor. He is particularly disruptive in mathematics. All teachers note that Darryl constantly has an unlit cigarette dangling from his mouth.

In trying to diagnose Darryl's problem, the first step would be (check one choice only)--

a) A complete medical examination to determine Darryl's current state of health and an inquiry into past and present diet and sleeping habits.

b) Separate interviews with Darryl and his father to explore the extent and quality of Darryl's relationship with his mother.

c) Observe Darryl in math class. Factors to consider might be frequency of outbursts and preceding and following events.

d) Assess the values and needs of Darryl's cultural group. Is what he is learning in school related to his position in society?

e) Study the personal relationship between Darryl and his teacher to see if it is one in which Darryl feels comfortable enough to relate openly and explore his potential.

f) Gather as much information as possible about Darryl's entire lifestyle, family, school, neighborhood, and community involvements.

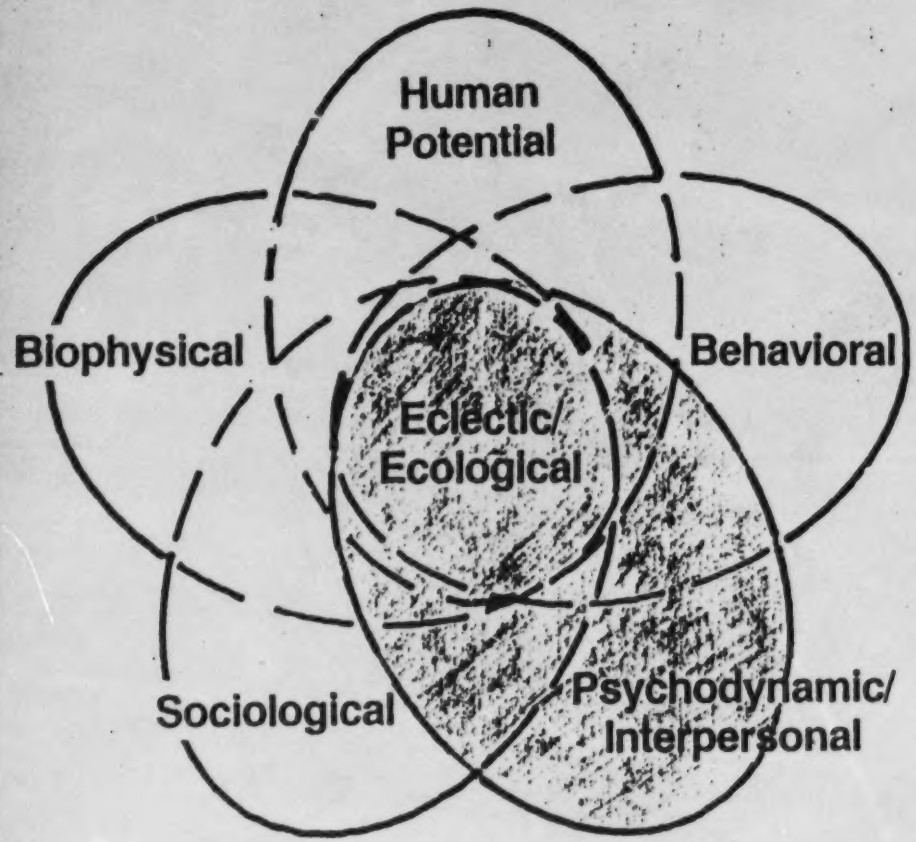
Discipline Situation II: Lisa

(Please read the following illustration of a discipline problem. Discuss likely causes for her problem and what interventions might be taken.)

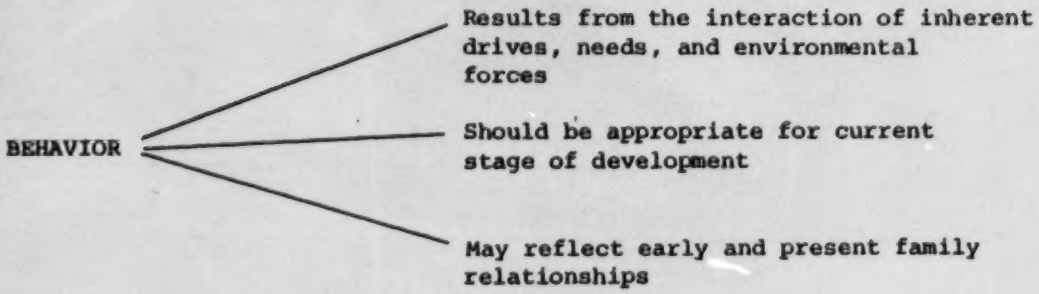
Lisa, aged 17, is often absent or comes to school late several times a week. She lacks energy and some days she appears to be "out of it." Consequently, although she is above average in IQ, she is failing several subjects. Her parents have been trying to convince her to apply to college. However, she likes to draw and wants to work in a dress factory as an apprentice fashion designer. Lisa and her parents are hardly talking at this point, and she is often away from home overnight.

HANDOUT
2.4.2

Approaches To Interpreting Behavior



PSYCHODYNAMIC/INTERPERSONAL APPROACH: ASSUMPTIONS


BEHAVIOR
Results from the interaction of inherent drives, needs, and environmental forces
Should be appropriate for current stage of development
May reflect early and present family relationships

FOCUS: Individual's internal motivation within a developmental context

PSYCHODYNAMIC/INTERPERSONAL APPROACH: DIAGNOSTIC CONSIDERATIONS

Individual early interpersonal relationships

Present family dynamics

Parents' own discipline background

Satisfaction of developmental needs

Resolution of conflict stages

Development of defenses

Individual perception of situation

Environmental limitations on individual

PSYCHODYNAMIC/INTERPERSONAL APPROACH:

GOALS OF INTERVENTION

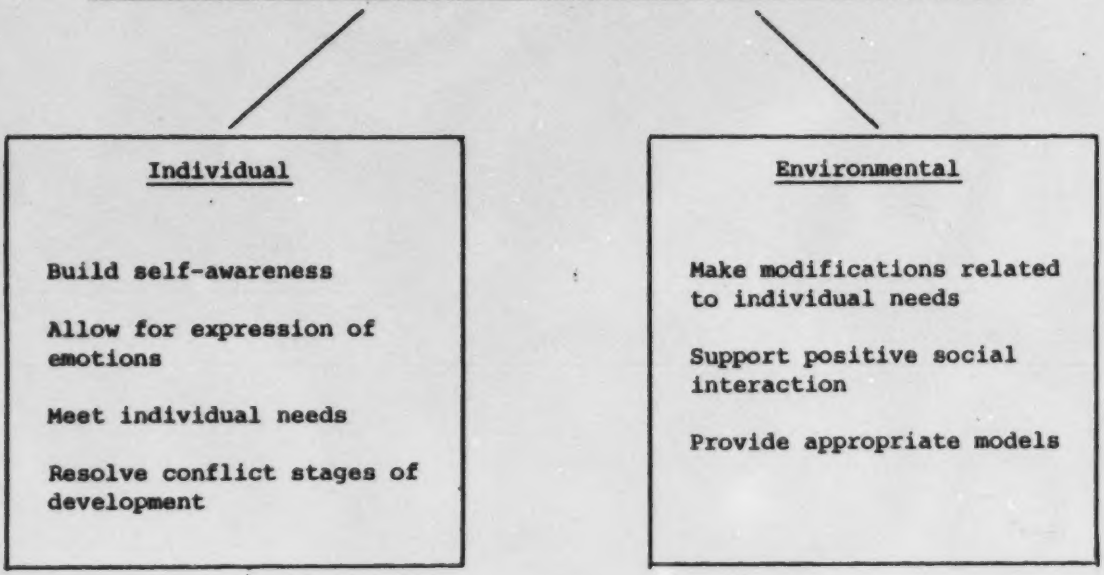
Improve self-perception, self-esteem, and sensitivity to others

Develop socially acceptable expressions of emotions

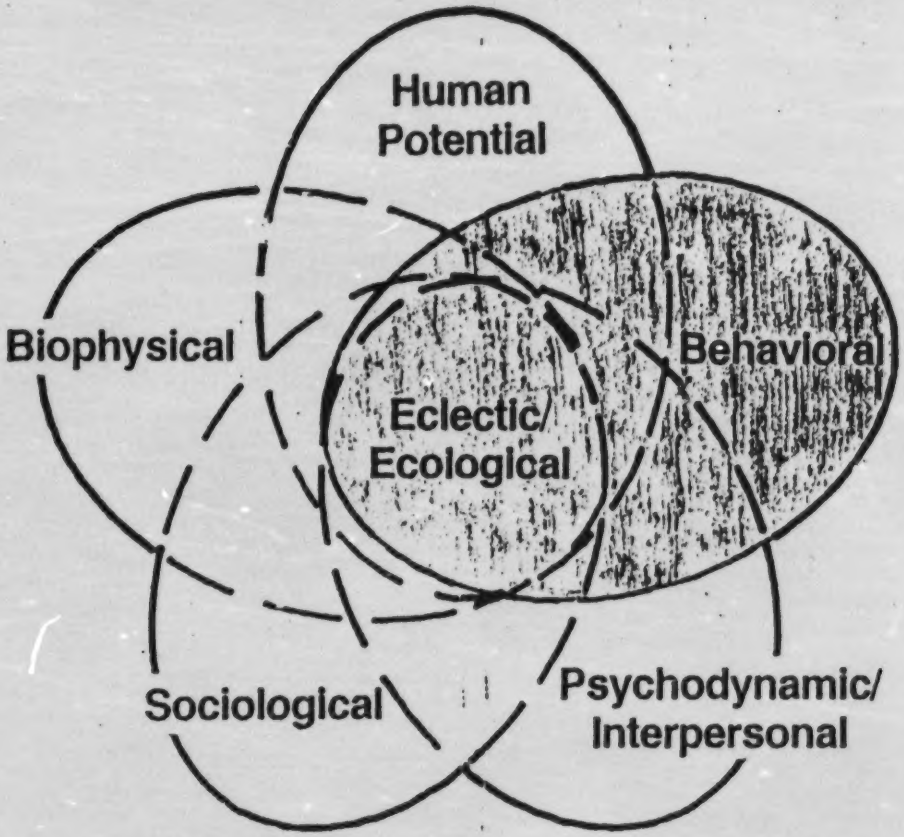
Develop ego satisfying behavior

Provide positive emotional climate for movement through developmental stages and resolution of related conflicts

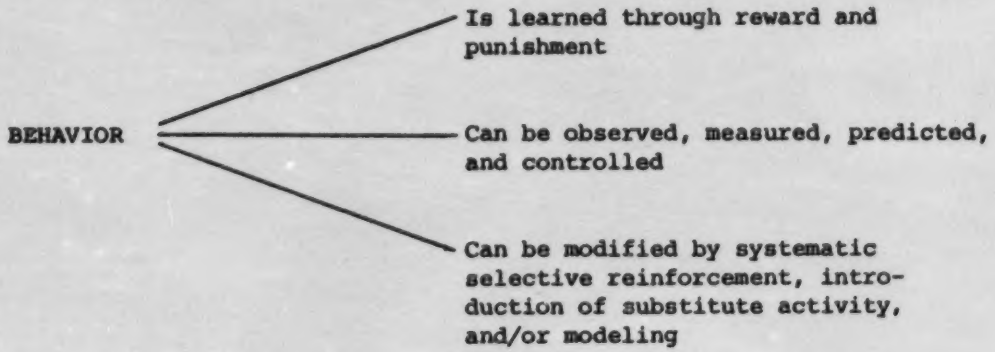
PSYCHODYNAMIC/INTERPERSONAL APPROACH: TECHNIQUES FOR INTERVENTION



Approaches To Interpreting Behavior



BEHAVIORAL APPROACH: ASSUMPTIONS


BEHAVIOR
Is learned through reward and punishment
Can be observed, measured, predicted, and controlled
Can be modified by systematic selective reinforcement, introduction of substitute activity, and/or modeling

FOCUS: Behavior and setting

BEHAVIORAL APPROACH: DIAGNOSTIC CONSIDERATIONS

Frequency of target behavior

Events preceding disruption

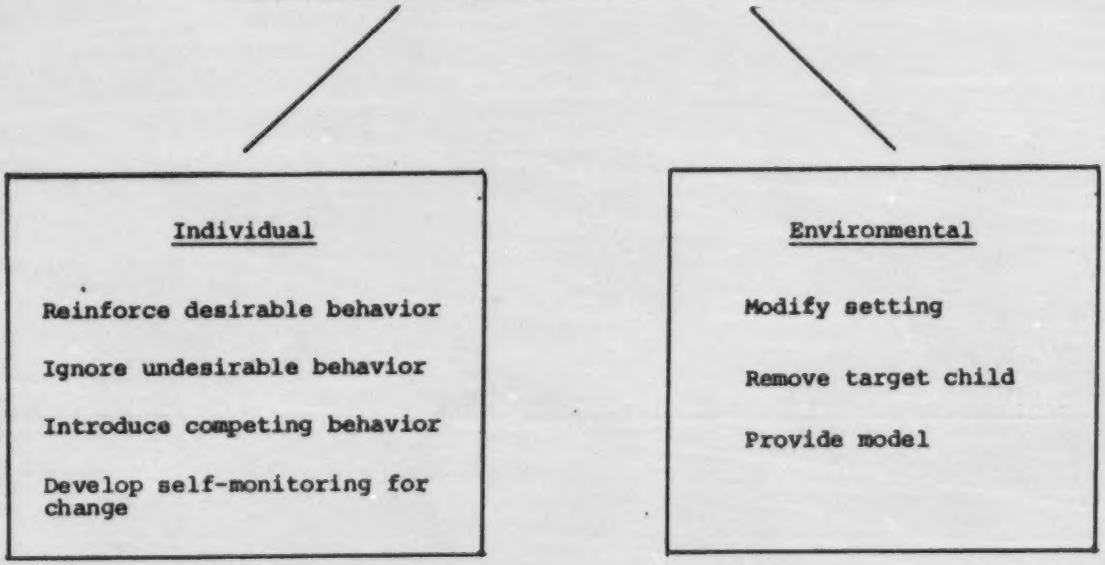
Events following disruption

Appropriateness to setting

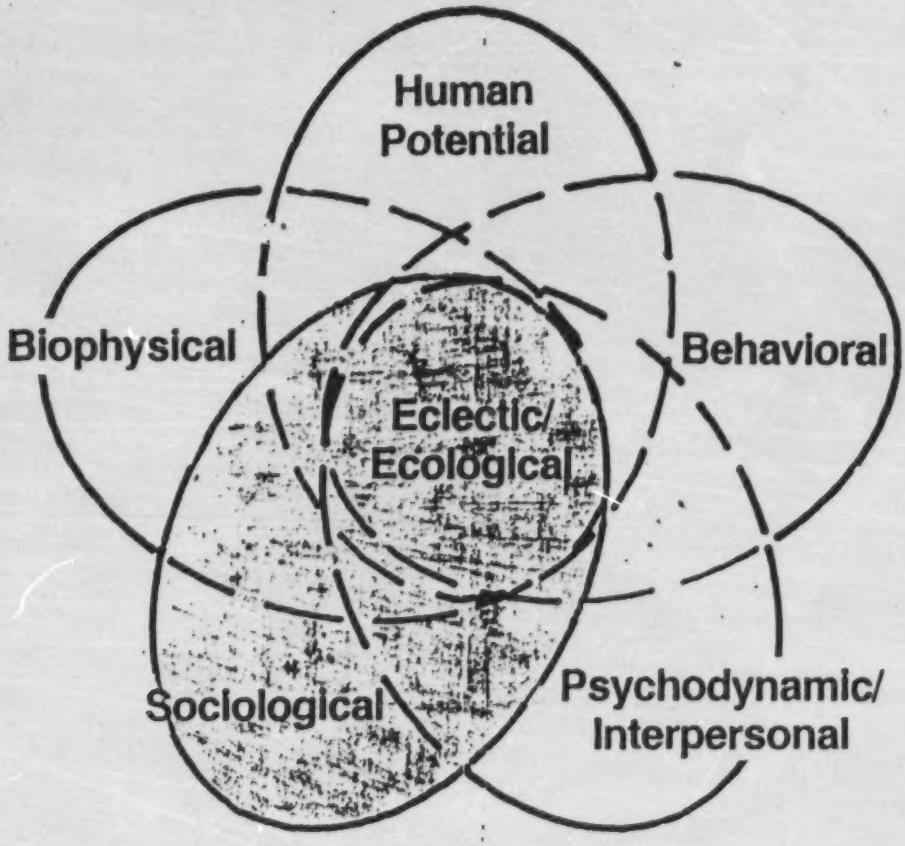
BEHAVIORAL APPROACH: GOALS OF INTERVENTION

Increase desirable behavior

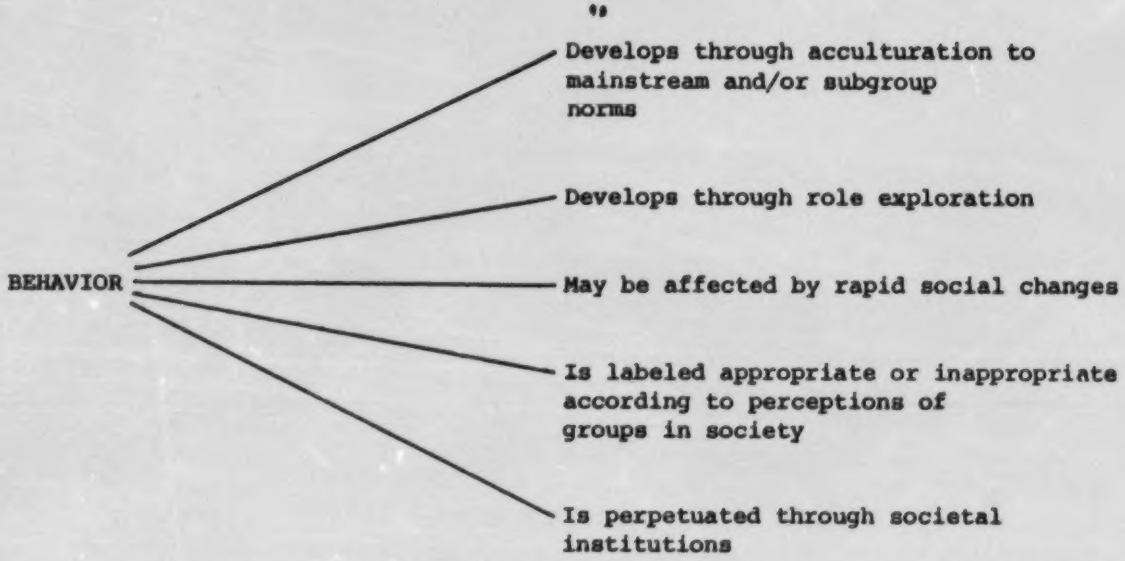
Decrease undesirable behavior


BEHAVIORAL APPROACH: TECHNIQUES FOR INTERVENTION
Individual
Reinforce desirable behavior
Ignore undesirable behavior
Introduce competing behavior
Develop self-monitoring for change
Environmental
Modify setting
Remove target child
Provide model

Approaches To Interpreting Behavior



SOCIOLOGICAL APPROACH: ASSUMPTIONS


BEHAVIOR
Develops through acculturation to mainstream and/or subgroup norms
Develops through role exploration
May be affected by rapid social changes
Is labeled appropriate or inappropriate according to perceptions of groups in society
Is perpetuated through societal institutions

FOCUS: Society, the groups within society, and the roles of society

SOCIOLOGICAL APPROACH: DIAGNOSTIC CONSIDERATIONS

Norms and values of mainstream culture

Norms and values of subgroup culture

Confusion caused by changes in societal structure

Consequence of labeling

Conflicting demands of various role expectations

Provision for inclusion of subgroup standards into societal institutions

SOCIOLOGICAL APPROACH: GOALS OF INTERVENTION

Observe and define systems within society

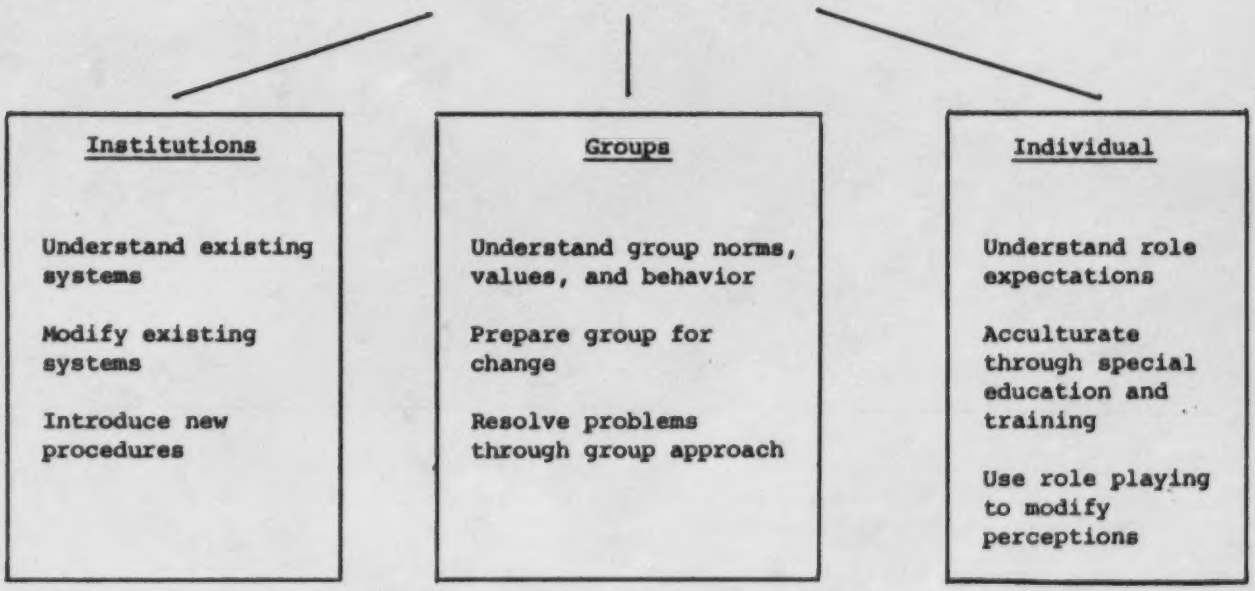
Define norms and values of mainstream culture

Define norms and values of subgroup culture

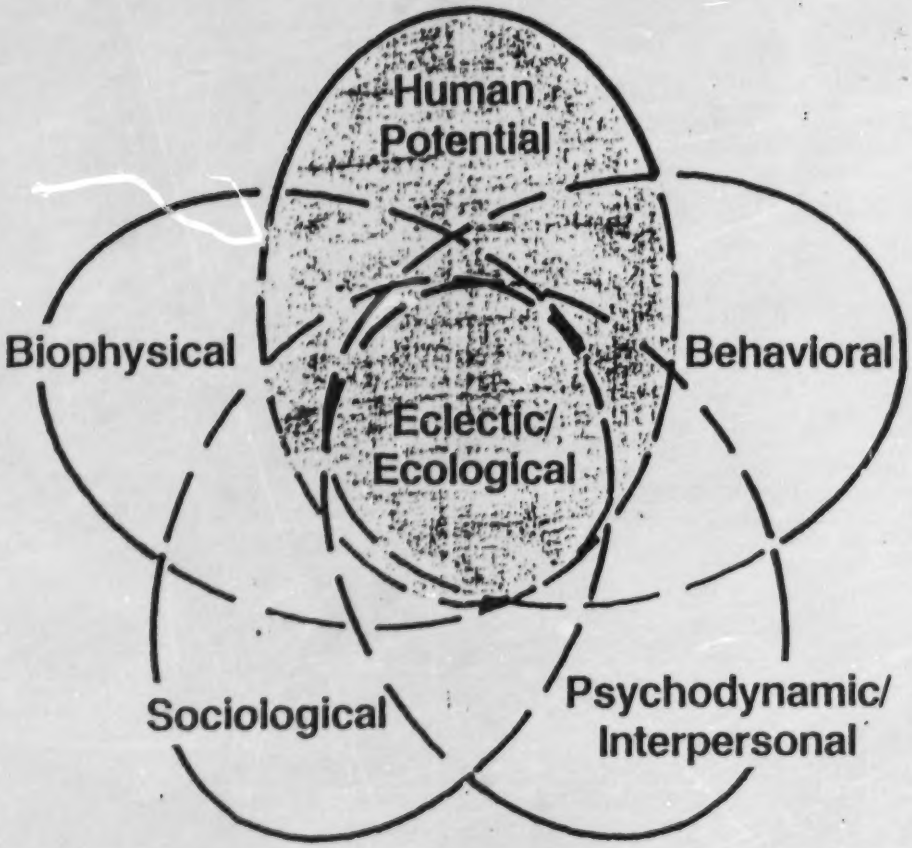
Define societal conditions promoting deviant behavior

Define conflicting cultural demands

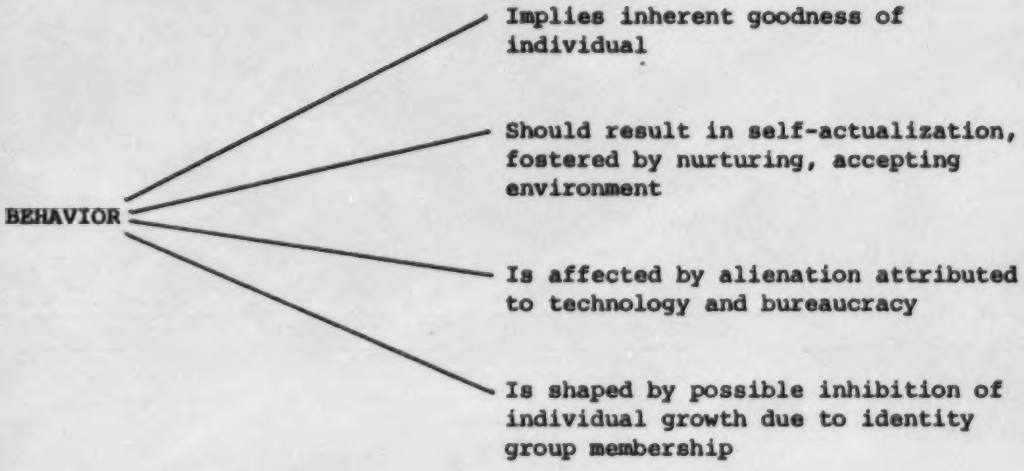
Facilitate change


SOCIOLOGICAL APPROACH: TECHNIQUES FOR INTERVENTION
Institutions
Understand existing systems
Modify existing systems
Introduce new procedures
Groups
Understand group norms, values, and behavior
Prepare group for change
Resolve problems through group approach
Individual
Understand role expectations
Acculturate through special education and training
Use role playing to modify perceptions

Approaches To Interpreting Behavior



HUMAN POTENTIAL APPROACH: ASSUMPTIONS


BEHAVIOR
Implies inherent goodness of individual
Should result in self-actualization, fostered by nurturing, accepting environment
Is affected by alienation attributed to technology and bureaucracy
Is shaped by possible inhibition of individual growth due to identity group membership

FOCUS: Individual and necessary climate for actualization of potential

HUMAN POTENTIAL APPROACH: DIAGNOSTIC CONSIDERATIONS

Environmental factors diminishing individual worth

Effect of teacher personality on individual students

School acceptance of student feelings

Provision for alternative educational systems and methods to accommodate varied learning approaches

Influence of demands for conformity

HUMAN POTENTIAL APPROACH: GOALS OF INTERVENTION

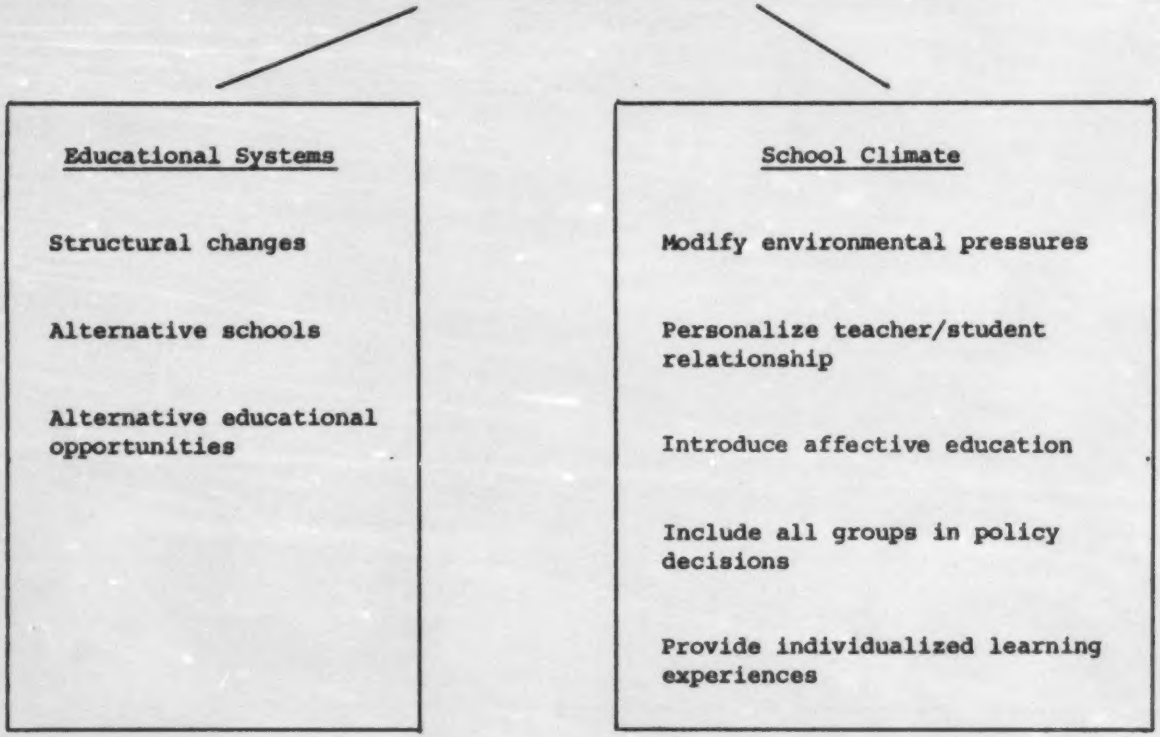
Self-actualization of potential

Provision of nurturing environment

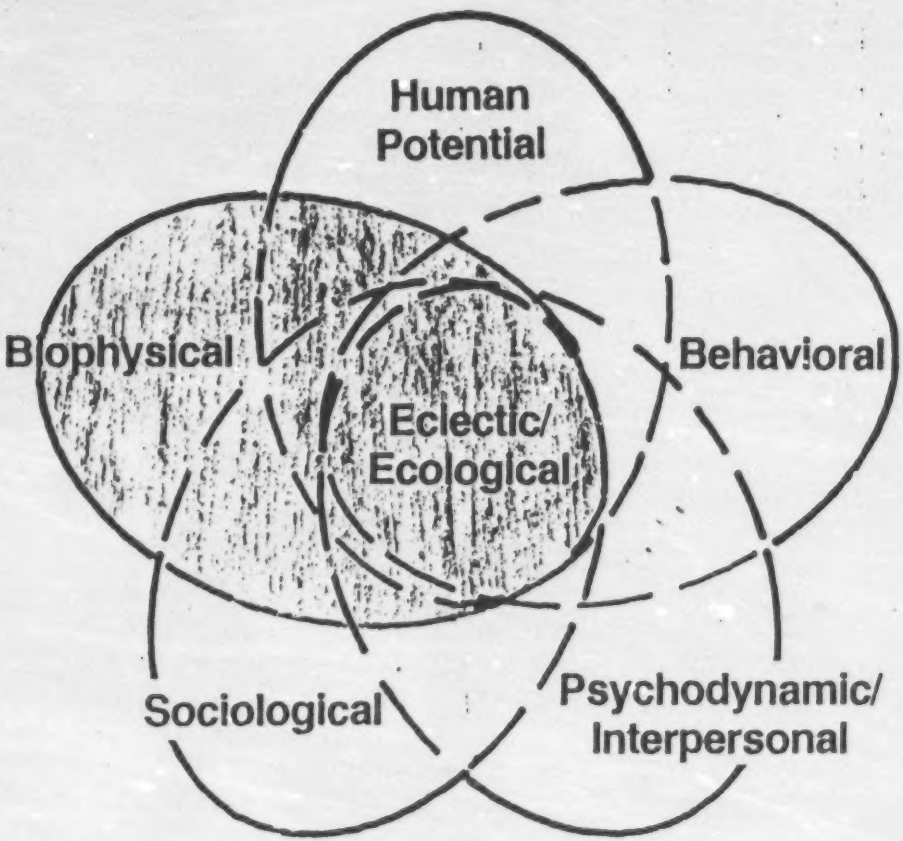
Flexibility of individual adjustment

Acceptance of full range of human emotions

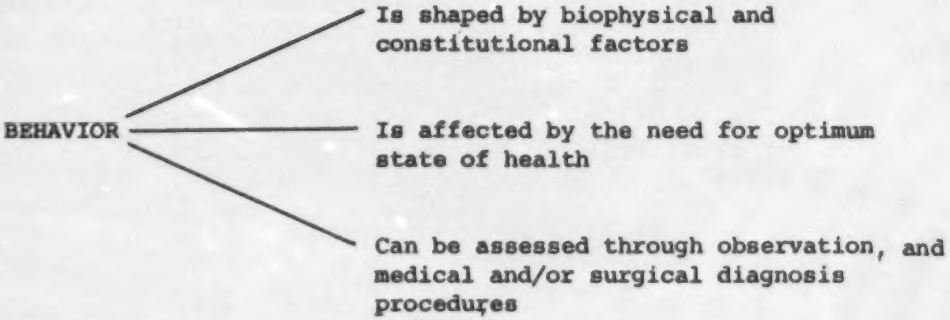
HUMAN POTENTIAL APPROACH: TECHNIQUES FOR INTERVENTION



Approaches To Interpreting Behavior



BIOPHYSICAL APPROACH: ASSUMPTIONS


BEHAVIOR
Is shaped by biophysical and constitutional factors
Is affected by the need for optimum state of health
Can be assessed through observation, and medical and/or surgical diagnosis procedures

FOCUS: Physiological state of individual

BIOPHYSICAL APPROACH: DIAGNOSTIC CONSIDERATIONS

Current state of individual's health

Past health and accident history

Heredity factors

Presence of physiological abnormalities

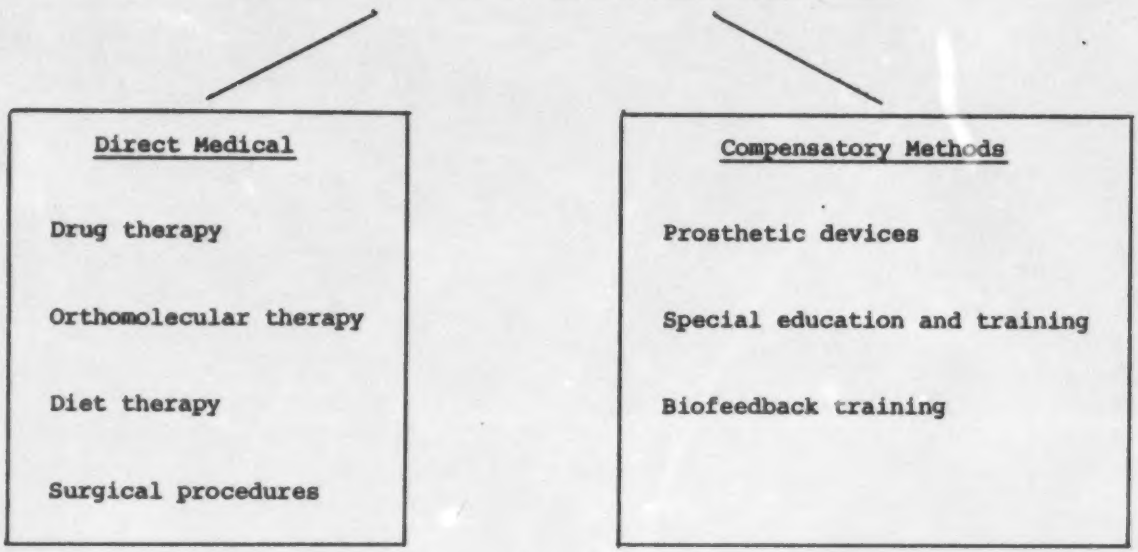
Degree of expected recovery or compensation needed

Nutritional factors

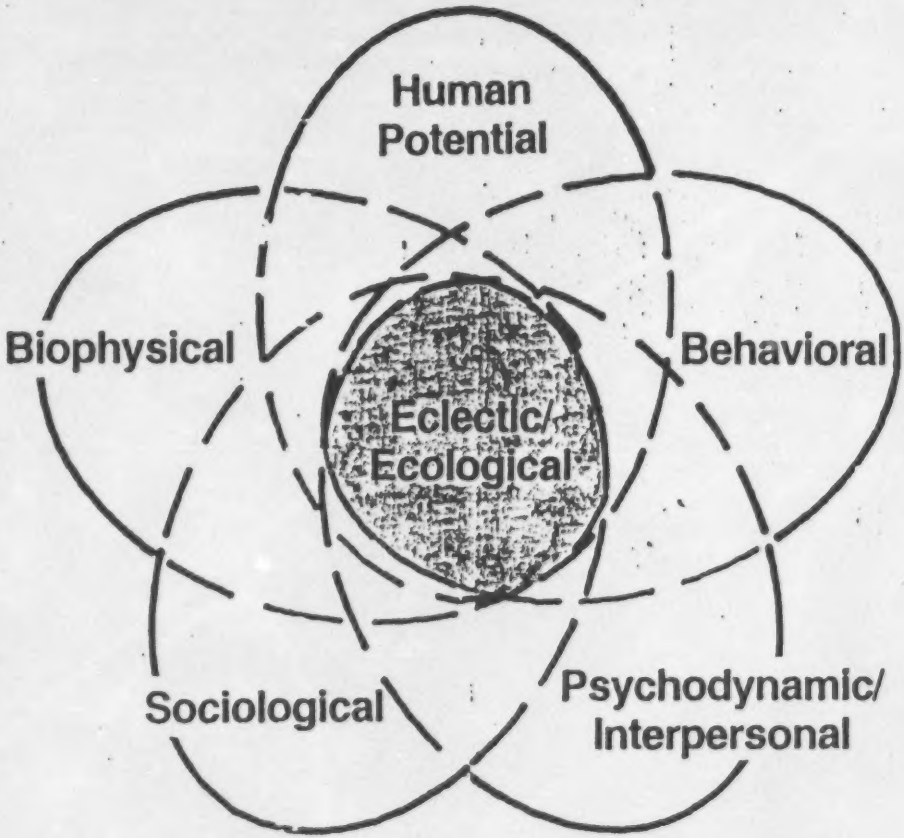
BIOPHYSICAL APPROACH: GOALS OF INTERVENTION

Maintain or reinstate condition of optimum physical health of individual

Provide compensatory techniques


BIOPHYSICAL APPROACH: TECHNIQUES FOR INTERVENTION
Direct Medical
Drug therapy
Orthomolecular therapy
Diet therapy
Surgical procedures
Compensatory Methods
Prosthetic devices
Special education and training
Biofeedback training

Approaches To Interpreting Behavior



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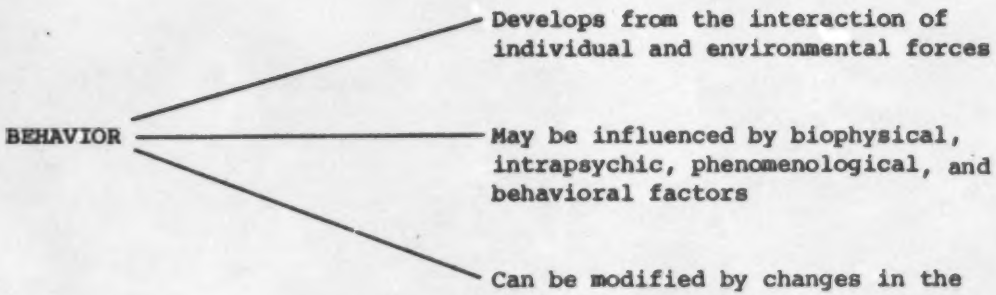
ECLECTIC/ECOLOGICAL APPROACH: ASSUMPTIONS


BEHAVIOR
Develops from the interaction of individual and environmental forces
May be influenced by biophysical, intrapsychic, phenomenological, and behavioral factors
Can be modified by changes in the individual, in the setting, or in the perceptions of others

FOCUS: Interaction of various forces with the individual

ECLECTIC/ECOLOGICAL APPROACH: DIAGNOSTIC CONSIDERATIONS

Consistency of behavior in various settings

Compatibility of environmental demands

Location of source of deviance

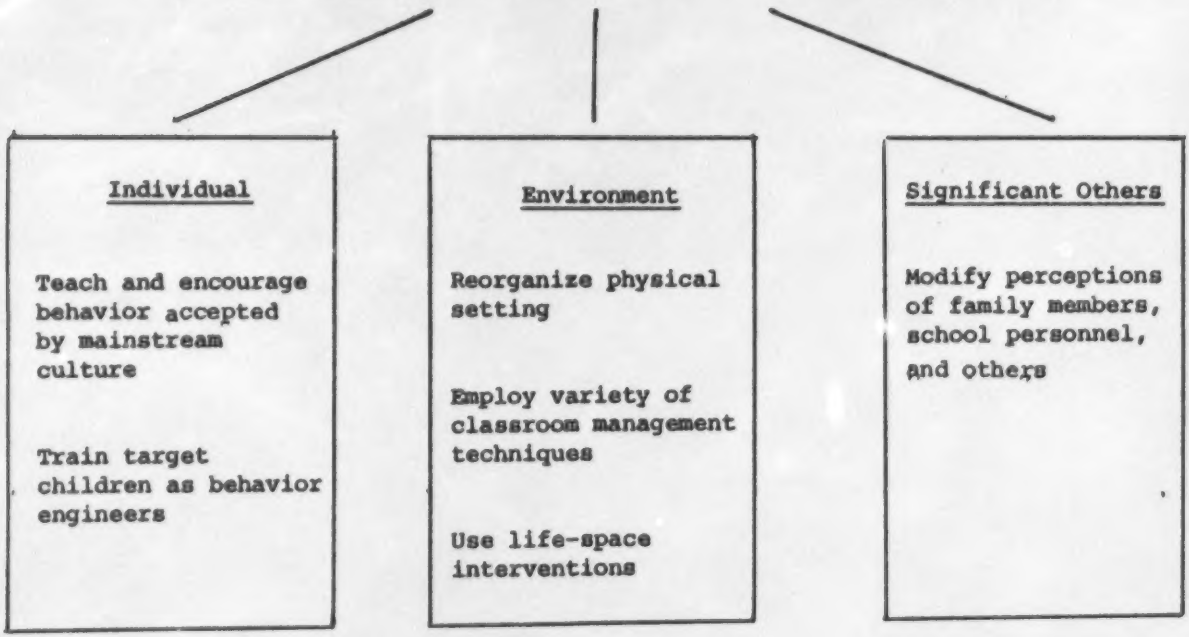
Source of perception of deviance

Factors amenable to change

ECLECTIC/ECOLOGICAL APPROACH: GOALS OF INTERVENTION

Increase concurrence of individual and environmental demands

ECLECTIC/ECOLOGICAL APPROACH: TECHNIQUES FOR INTERVENTION


Individual
Teach and encourage behavior accepted by mainstream culture
Train target children as behavior engineers
Environment
Reorganize physical setting
Employ variety of classroom management techniques
Use life-space interventions
Significant Others
Modify perceptions of family members, school personnel, and others

Course 2 - Discipline

Module 2.4 - Establishing Effective Discipline Practices

Background I-D 2.4.1

Background Materials

Six Approaches to Viewing Human Behavior

1. PSYCHODYNAMIC/INTERPERSONAL APPROACH

Assumptions:

Behavior is seen as the consequence of the interaction of inherent drives, needs, or forces with environmental limitations.

Normal behavior stems from the successful completion of the sequential developmental stages and the development of impulse control. (Freudian psychosexual stages, Erikson social states, Piaget)

The unconscious mind exists, and present behavior can be understood in light of early interpersonal relationships and the resolution of critical periods.

Behaviors appropriate in one stage in life may be inappropriate in other stages.

Maladaptive behavior occurs when needs are not satisfied at crucial life stages, controls are not developed, and needs continue to be expressed in socially unacceptable ways.

Gaining insight into regressive and/or destructive behavior through psychoanalysis will change present behavior patterns.

A child's classroom behavior may reflect earlier and present family relationships (parent--teacher, siblings--classmates).

Diagnostic Considerations:

Focus: Individual internal motivation within a development context

What is the history of the individual's early interpersonal relationships?

What are the present family dynamics?

How do the past experiences of each parent with regard to behavioral expectations and discipline relate?

Do developmental needs appear to be satisfied? (Freud, Adler, Dreikurs)

Have conflict stages been resolved?

Has an adequate defense mechanism system been developed?

How does the individual perceive the situation?

To what extent do internal and external factors influence this perception?

Goals of Intervention:

Individual interventions

Clarify individual's perception of present behavior

Understand basis of present behavior in terms of early development and family dynamics (dangling cigarette = unfulfilled suckling needs)

Express emotion through variety of activities (expressive therapies, art, music, drama, play therapy)

Explore socially acceptable means of meeting individual needs.

Environmental interventions

Modify environment to fulfill individual's needs (flexible seating arrangement for insecure child)

Support positive social interaction

Provide opportunity for identification with appropriate models (supportive parental figure, appropriate sex role model).

Examples:

Disrespect for school authority figures is often interpreted as resulting from poor parent-child relations or loss of a parent, and this kind of problem may be resolved through such techniques as strengthening family discipline system, or involving the student in a close interpersonal relationship (Big Brother).

Vandalism, fire-setting, and other attention-getting devices may stem, for example, from the student's feelings of abandonment due to the arrival of a new sibling. Focusing on socially acceptable means of gaining attention can be helpful.

2. BEHAVIORAL APPROACH

Assumptions:

Behavioral is learned through a paradigm involving reward and punishment.

All behavior is ordered and as such can be observed, measured, predicted, and controlled.

Maladaptive behavior develops when inappropriate behavior is reinforced.

By adopting a program of systematic selective reinforcement behavior may be altered by strengthening some responses and withdrawing reinforcement from others.

The thrust in school discipline, therefore, should be to help the child substitute desirable behaviors for inappropriate ones through the use of reinforcement and/or modeling.

Diagnostic Considerations:

Focus: Behavior and setting

How often does the target behavior occur?

What event precedes it?

What event follows it?

Is the behavior desirable for the setting?

Goals of Intervention:

Increase frequency of desirable behavior

Reduce frequency of undesirable behavior.

Techniques for Intervention:

Contingency interventions

Reinforce desirable behavior (tokens, social reinforcers, pleasurable activities)

Remove reinforcement of undersirable behavior (ignore response cost, taking back tokens, soft reprimands)

Introduce competing behavior.

Environmental interventions

Modifying setting (remove distracting stimuli, provide stimuli for adaptive behavior)

Remove child from setting (time out of room)

Modeling (use of teacher and peers).

Self-control intervention

Teach child to set goals, rewards and contingencies, and record own behavior.

Examples:

Talking in class is often reinforced by the teacher's ensuing attention. Solution strategies can employ Goal Attainment Scaling with rewards for not talking in class.

Truancy can be seen as a learned avoidance response. A token system can be developed to reward school attendance while at the same time modifying the school setting to facilitate the student's desiring to come to school.

"Catch a kid being good."

3. SOCIOLOGICAL APPROACH

Assumptions:

Behavior is developed through acculturation and socialization and is considered normal if it adheres to the norms of the mainstream culture.

Abnormal behavior is defined as deviance from the norms of the mainstream culture or may occur when norms are not clearly defined due to rapid changes within society.

Deviance may reflect conformity to the standards of a subgroup rather than those of the dominant group.

Society labels according to its own perception which individual, group, or set of behaviors is deviant. The actual behavior of deviants and nondeviants is very similar.

Schools are a mirror of dominant societal values and their primary function is to teach and perpetuate these values.

Cultural norms of students may differ from those of the mainstream culture and may be in conflict with expected school behavior.

Diagnostic Considerations:

Focus: Society, the groups within society, and the roles of society.

What are the behavioral norms and values of the mainstream culture and the various subgroups? (black child/white schools).

What are the conditions in society that may be promoting deviant behavior? (political turmoil, social changes, unrest).

Which behaviors, individuals, and/or subgroups are defined as deviant?

Are individuals and groups behaving in accord with role expectations, and to what extent does this cause strain and conflict? (individual belongs to several groups).

Does the deviance reflect conformity to subgroup norms?

To what extent does the school reflect the norms and values of the mainstream culture? (curriculum in urban, low socioeconomic status school fits middle socioeconomic status population)

To what extent does the school accept and provide for diverse subgroup standards?

Goals of Intervention:

Many sociologists are not interventionists. They feel that social change is not amenable to intervention and are interested solely in describing systems.

Define the norms and values of the mainstream culture and the various subgroups.

Define the conditions which may be promoting deviant behaviors.

Define the cultural differences that cause stress and conflict.

Facilitate change in group behavior or in environment or setting.

Techniques for Intervention:

Intervention within societal institutions

Understand existing systems (define problem, analyze system causes of the problem)

Modify existing systems (homogeneous grouping)

Introduce new procedures (new curriculum, educational parks, advisory councils, alternative schools).

Interventions within existing groups

Understand group norms, values, and behaviors (raise group consciousness)

Prepare groups for change (decrease dehumanization and victimization)

Resolve problems through group approach.

Individual interventions

Understand role expectations assigned by society

Facilitate assimilation to mainstream culture through special education and training programs.

Examples:

The problems of a new Vietnamese student's assimilation into a U.S. school can be handled by raising the student body's consciousness toward the newcomer and his or her culture.

An understanding of differing needs and interests of students at dissimilar socioeconomic standings can help in the designing of successful classroom plans, trips, and activities (black culture experiences for black studies).

American Indian culture typically discourages competitive attitudes (Sioux). This insight may aid in avoiding conflict between school and culture.

4. HUMAN POTENTIAL APPROACH

Assumptions:

Man has inborn nature which is essentially good and is never evil.

Humans are born with basic goodness which they attempt to fulfill.

A nurturing accepting environment which enables self-actualization of individual will result in normal behavior.

Maladaptive behavior occurs when technological and bureacratic change causes feeling of insecurity and the diminution of individual worth. Emphasis on efficiency and centralized control results in the alienation of the individual which leads to the need for group identity.

Identity groups, often based on religion, class, or race may lead in times of stress to unhealthy competition and conflict and may inhibit individual growth.

Children who misbehave need to feel wanted and need a wide latitude to feel free to express themselves.

A nurturing school climate will allow the child's basic thrust for goodness to emerge.

Diagnostic Considerations:

Focus: Individual and necessary climate for actualization of potential

What are the forces in the environment that lead to feelings of individual worthlessness?

Does teacher training, selection, and evaluation take into consideration aspects of the teacher's personality and effect on individual students?

Does the school provide for expression and acceptance of honest expression of feelings?

Is the school placing too much emphasis on cognitive rational learning rather than intuitive and alternative methods of problem solving?

To what extent does the value of conformity inhibit individual differences?

Goals of Interventions:

Self-actualization of potential

Help individual adjust to variety of behaviors

Provide nurturing environment of facilities self-growth

Foster acceptance of a full range of human emotions.

Techniques for Intervention:

Structural changes in educational system

Alternative schools within public school system

Independent alternative schools

Alternative educational opportunities (individualized programs, open education)

Humanizing school climate

Define and modify environmental pressures that may interfere with the individual's efforts toward self-actualization

Personalize teacher/student relationships (human relations training)

Increase emphasis on affective experience (educate whole person, develop nonverbal, and intuitive skills)

Provide for involvement of all groups in determining school policy (student representation at administrative meetings, student input into discipline handbook)

Provide for individual learning style and behavior

Provide for individual choice in curriculum

Make curriculum relevant for minority group students

Allow for active student roles in learning process (class project may coincide with community services project).

Examples:

A student's lack of interest in school can be a result of feelings that school training is "irrelevant." Making traditional subjects applicable to contemporary issues can raise the level of interest.

Window breaking and theft may be a reactive to students "hating" school. Creating the conditions for a more humanized school environment, for example, by personalizing faculty-student relations, may be useful.

Give troublemakers opportunities to appreciate the rewards of good behavior.

5. BIOPHYSICAL APPROACH

Assumptions:

Behavior can be attributed in part to biophysical causes.

Normal physiological development and the maintenance of an optimum state of health will lead to normal behavior.

Some deviant behaviors can be attributed to biophysiological defects due to heredity, adverse environmental conditions, diseases, and accidents.

Behavior can be modified by changing aspects of a person's biophysiological condition.

Physiological abnormalities can be detected by medical and surgical procedures or can be inferred through observation of behavior.

Teachers should be aware that because children differ physically, differences in personalities, behaviors, and learning patterns may occur, and consequently, educational practices may have to be adapted to compensate for these differences.

Diagnostic Considerations:

Focus: Physiological state of individual

What is current state of individual's health?

What is the past health history of the individual and his or her family?

Are there symptoms of physiological abnormalities?

To what extent do these physiological abnormalities influence behavior?

Goals of Intervention

Maintain or reinstate physical health of individual

Provide means of compensation for permanent physical deficits.

Techniques for Intervention:

Direct biophysical intervention

Drug therapy (Ritalin, Dilantin)

Orthomolecular therapy

Diet therapy (Feingold diet, diabetic, hypoglycemic)

Surgical procedures

Methods of compensation

Training interventions (perceptual motor, Kephart, Delacato, Fernald's VAKT, Frostig)

Environmental restructuring (prosthesis, hearing aid, special teaching, Braille)

Biofeedback training (self-response to physiological signals of distress).

Examples:

Recent research into hyperactivity indicates the cause may be linked with sugar. Instituting nutritionally balanced lunch programs, special no-sugar lunches for affected students, or making parents aware of this research, should be investigated.

Class clowns are sometimes children who can't see from the back of the class or who have emotional problems. Watching for possible medical reasons (need for glasses) and being aware of problems needing special education might be more appropriate than punitive actions--which may only contribute to perpetuating the already low self-esteem of these students.

Training in the normal development of children may aid in the early identification of potentially serious problems.

Teachers ability to identify drug users should be encouraged.

6. ECLECTIC/ECOLOGICAL APPROACH

Assumptions:

Behavior results from the interaction of characteristics of the individual and various forces in the setting.

Normal behavior occurs when the individual interacts in accordance with the dynamic forces of his or her environment.

The forces influencing behavior can be biophysical, intrapsychic, phenomenological, and behavioral.

Modifications of behavior can be achieved by changing the behavior itself, changing the setting, or changing the perceptions of those who consider the behavior deviant.

An individual's behavior may be modified by investigating the individual's total environment, locating the source of the disturbance and utilizing any intervention technique which will bring about change.

Diagnostic Considerations:

Focus: Interaction of various forces with the individual

Does the individual's behavior change in different settings?

Are the behavioral demands of each setting within the individual's total environment compatible?

What is the primary source of the deviant behavior?

For whom is the deviant behavior a problem?

Which aspects of the problem are amenable to change?

Goals of Intervention:

Increase concordance between the behavior of the child and the setting in which he or she resides.

Techniques for Intervention:

Change individual behavior

Teach and encourage behaviors viewed positively by mainstream culture

Target children trained as behavior engineers (teach child to modify behavior of others by changing their own behavior).

Change in environment

Reorganize physical setting of classroom (seating arrangement and learning centers, engineered classrooms)

Employ a variety of classroom management techniques (rule enforcement, appropriate learning materials)

Life space interventions (establish "therapeutic milieu," arrange physical space and time and activity schedules; accept child's view, explore possible solutions, and present reality-oriented solutions as needed).

Change awareness and attitudes of those perceiving behavior as deviant

Family members

School personnel

Significant others

Teacher effectiveness training

Parent effectiveness training

Family counseling

Special training for teachers

Examples:

A normally passive child who persistently fights while riding the school bus may be reacting to forces in the bus setting. Rule enforcement, reassigned seating, or alternate transportation may suffice to change the environmental factors causing this behavior.

The development of sexual interest is often perceived by parents as abnormal and bad. Parent training and child development workshops can be employed to resolve this misunderstanding.

Examples of Hypothesis and Interventions for the Videotape Vignette

In the later portion of Module 2.4, participants will boserve an audio vignette called "Teacher, I Got Your Goat." Participants will be asked to draw upon one of sic theories described in this module to solve the discipline problem described in the vignette.

The attached materials are suggested hypothesis and interventions for the trainer to supplement and facilitate participant discussion at point 4.C in the module.

PSYCHODYNAMIC/INTERPERSONAL APPROACH

Suggested hypotheses:

Maleness of teacher stimulates unresolved physical/sexual relationship with father

Unfulfilled needs for nurturance ("Maybe I am a baby")

Competitive behavior (towards teacher due to unresolved sibling rivalry).

Suggested interventions:

Psychotherapy for girl

Family counseling (father/daughter relationships, sibling rivalry)

Teacher should model appropriate adult behavior.

BEHAVIORAL APPROACH

Suggested hypotheses:

Teacher's attention to student's remarks extended the verbal confrontation

Peers reinforced student's behavior (laughed, gave attention)

Student misbehavior inadvertently supported by administration (immediately returned with note)

Lack of appropriate modeling from classmates

Insufficient reward for paying attention

Lack of predetermined code of behavior for classroom.

Suggested interventions:

Teacher should ignore student talking, wait until class is silent before starting lecture

Reward attending behavior

Call attention to classmates that are attending

Establish behavior modification program (expectations, rewards, contingencies).

SOCIOLOGICAL APPROACH

Suggested hypotheses:

Problem relating to black/white relationships, especially white teacher, black students

Teacher's difficulty in maintaining expected role of authority in classroom

Student's needs to maintain or achieve leadership role in her subgroup

Curriculum not pertinent to needs of student's subgroup culture.

Suggested interventions:

Inservice training for teacher focusing on the needs and values of students' subgroup

Promote self-awareness of students to culture through special units of study, prejudice, contributions of blacks, sociology

Extend student awareness in relation to roles and role expectations.

Suggested hypotheses:

Teacher's insecurity causes him to rely on authoritarian methods. Classroom climate is stressful and does not allow for student growth.

Student is alienated from the bureaucracy of the school and the culture it represents.

Suggested interventions:

Teacher should structure learning situation to provide for positive individual attention and growth (learning packets, individualized instruction).

Teacher should develop a more positive personal relationship with individual students.

Teacher should allow student, in individual session, to express her problems.

BIOPHYSICAL APPROACH

Suggested hypotheses:

Student's irritability due to--
- drugs

- improper diet and/or medical complications

- menstrual cycle

Class inattentive due to warm room, sitting for long periods of time, or need for physical movement.

Suggested interventions:

Comprehensive medical examination for student

Information to class about proper nutrition and health

Orthomolecular therapy

Teacher alert to room temperature

Incorporate physical movement into lesson (learning stations, board work, experimental approaches)

Proper medication for irritability.

ELLECTIC/ECOLOGICAL APPROACH

Suggested hypothesis:

Lack of support for teacher by administrator

General classroom disruption (ripple effect)

Irrelevance of curriculum

Poor classroom management techniques.

Suggested interventions:

Prior understanding of procedure for handling discipline problems on school level (between teacher and administration)

Prior definition of class rules and contingencies (developed by class and teacher)

Relevant curriculum

Motivational teaching strategies

Teacher should refrain from focusing on one individual when whole class is disruptive

Teacher should not become involved in emotional public confrontation

Teacher should start lesson by having a student review previous day's work

Teacher should assert himself quietly and immediately to terminate student behavior.

Some Alternatives to Corporal Punishment in the Schools

From the NEA Task Force on Corporal Punishment Report, 1972

By: Irwin A. Hyman, Ed.D. Director
National Center for the Study
of Corporal Punishment and
Alternatives in the Schools

SHORT-RANGE SOLUTIONS

The first step that must be taken is the elimination of the use of punishment as a means of maintaining discipline. Then the ideas below can be used as temporary measures to maintain discipline while longer-range programs are being put into effect.

1. Quiet places (corners, small rooms, retreats)

2. Student-teacher agreement on immediate alternatives.

3. Teaming of adults-teachers, administrators, aides, volunteers (parents and others) - to take students aside when they are disruptive and listen to them, talk to them, and counsel them until periods of instability subside.

4. Similar services for educators whose stamina is exhausted

5. Social Workers, psychologists and psychiatrists to work on a one-to-one basis with disruptive students or distraught teachers.

6. Provision of alternative experience for students who are bored, turned off, or otherwise unreceptive to particular educational experiences:

   a. independent projects

   b. listening and viewing experiences with technological learning devices.

   c. library research

   d. Student-teacher human relations retreats and outlings

   e. Teacher (or other staff) student-parent conferences.

7. In-service programs to help teachers and other school staff learn a variety of techniques for building better interpersonal relations between themselves and students and among students:

a. Class meetings (Glasser techniques)

b. Role playing

c. Case study-what would you do?

d. Student-teacher human relations retreats and outings

e. Teacher (or other staff) student-parent conferences

8. Class discussion of natural consequences of good and bad behavior (not threats or promises) of what behavior is right; of what behavior achieves desired results; of causes of a "bad day" for the class

9. Privileges to bestow or withdraw.

10. Approval or disapproval.

11. Other staff members to work with a class whose teacher needs a break.

INTERMEDIATE-RANGE SOLUTIONS

1. Staff-student jountly developed disciplines policy and procedures.

2. Staff-student committee to implement discipline policy,

3. Parent education programs in interpersonal relations

4. Staff in-service program on interpersonal relations on understanding emotions, and on dealing with children when they are disruptive.

5. Student human relations councils and grievance procedure.

6. Training for students and teachers in crisis intervention.

7. Training for teachers in dealing with fear of physical violence.

8. Training for students in student advocacy.

9. Regular opportunities for principals to experience classroom situations.

LONG RANGE SOLUTIONS IN SCHOOLS

1. Full involvement of students in the decision-making process in the school.

2. Curriculum content revision and expansion by students and staff to motivate student interest.

3. Teacher in-service programs on new teaching strategies to maintain student interest.

4. Alternate programs for students.

5. Work-study programs.

6. Drop-out-drop-back-in programs.

7. Alternative schools within the public school system.

8. Early entrance to college.

9. Alternatives to formal program during last two years of high school.

10. Few enough students per staff member that staff can really get to know students.

11. Adequate professional specialists-psychiatrists, psychologists, social workers.

12. Aides and technicians to carry out paraprofessional, clerical, and technical duties so that professional staff are free to work directly with students more of the time.

13. A wide variety of learning materials and technological devices.

14. Full implementation of the Code of Student Rights.

15. Full implementation of NEA Resolution 71-12: "Student Involvement"--

    The National Education Association believes that genuine student involvement requires responsible student action which is possible if students are guaranteed certain basic rights, among which are the following: the right to free inquiry and expression; the right to due process; the right to freedom of association; the right to freedom of peachful assembly and petition; the right to participate in the governance of the school, college, and university; the right to freedom from discrimination; and the right to equal educational opportunity.

LONG RANGE SOLUTION WITH OTHER AGENCIES

1. Staff help from local and regional mental health and human relations agencies.

2. More consultant staff to work with individual problem students.

3. Mass media presentations directed to both the public and the profession on the place of children in contemporary American society.

4. Long-Range intensive in-service programs to prepare all staff to become counselors.

5. Some educational experiences relocated in business, industry, and social agencies.

6. Increased human relations training in preservice teacher education and specific preparation in constructive disciplinary procedures.

ADDITIONAL SOLUTIONS (preventive, short & long - range)

1. A clearly presented and unambiguous definition of the schools and/or particular classrooms: (1) conduct codes, (2) curriculum (3) administrative procedures for dealing with disciplinary problems, (4) grading system and (5) procedures for requesting and availability of special services.

2. Structuring the classroom in a way to minimize oppositional or negative behavior. Kopple* considers three major areas in this regard: emphasizing (1) the students' concern about who they are (identify), (2) how they relate to others (relationship) and how they can influence what happens to them (power). When these concerns are ignored, students are likely to become hostile or "tune out". Strategies recommended include:

   a. Magic Circle.

   b. Providing opportunities for students to interact with each other, share in decision making, experience optional ways of learning.

   c. Classrooms structured in a "compartmentalized" learning center format and what Kopple refers to is the "Problems plans and sharing" format (i.e. a time set aside during day or week for students to air this concerns, help plan for individual or group work etc.)

   d. Establishing a "Student Court".

   e. Helping to facilitate a teacher's awareness and understanding of his/her own feelings as they relate to students, individual needs, motivations etc. (e.g. along the lines of T.E.T. format.)

   f. "One door to the Right": when a child gets beyond the tolerance level for a teacher, he is sent to the classroom next door. The change in group and place is sometimes enough to help the child at the moment.

   g. Attempting to recognize the feelings of the child, then following through with a clear statement regarding the inappropriateness of the particular behavior. Followed by clarifying limits, boundaries and alternatives for the behavior.

   h. Self disclosure, "messages," etc.

   i. Fritz Red's "Life Space" interview technique:

      a. Listen; try to find out the child's psychological perception of the event

      b. Ask child what he/she thinks should be done about the situation

      c. Teacher highlights the reality of the situation for child

d. Explore child's motivation for change; explore alternatives

e. Develop a follow-through plan or contract.

3. Journal Entries reflecting both positive and negative aspects of a student's behavior.

4. Peer pressure

5. Keep chart for progress in the desired behavior direction. No matter how slight, when progress is noticed - reinforce it verbally or if desired through other positive means.

6. Carpets in the classroom. It has been the experience of some schools that carpeting helps "calm down" young children who are often easily overstimulated by environmental noise.

7. Peer Counseling in secondary schools.

8. Knowledge and understanding of the development and growth patterns of students allows the teacher to better realize whether certain behaviors and trends are characteristic of a child's level of maturity.

**deFafra suggests a variety of practical management techniques for the classroom, among them:

a. Providing adequate instruction at the appropriate instructional level for each pupil.

b. Awareness of the pupil's background and previous experience which contribute to his attitudes, values, and readiness to learn.

c. Avoid punishing entire group as a result of misbehavior of a few individuals.

d. Convey rejection of a behavior, not an individual.

e. Never give additional homework as a "punishment."

f. Recognize that much of unacceptable behavior is a symptom....of a possible need for attention, affection, expression of fear, resentment, insecurity, etc.

g. Make your punishment for the individual, not necessarily the offense.

h. Avoid punishing in the heat of your own anger.

i. In extensive cases, a visit by teacher to the home of a student with child and parents present can be both revealing and helpful.

j. Avoid personally or publicly humiliating an individual.

k. Do not take taunting, provocative, aggressive, etc. behaviors as a personal affront. Be aware you are an authority figure in the eyes of most of your students.

l. Use seating arrangements as a specific tool to achieve good discipline.

9. If consequences for misbehavior are not always carried out by the teacher, the resultant inconsistency may result in children disregarding requests for control, work, and attentiveness.

10. A child who exhibits low frustration tolerance and poor impulse control may respond enthusiastically to a simple behavior modification program. After obtaining a measure or estimate of the child's specific undesirable behavior, present hime with a daily or

11. Weekly chart and a set of positive reinforcements (free time, "homework-passes," candy, fruit, nuts, stars, extra credit, etc.). Explain the behavior shaping program to him. Make initial goals easily attainable. Reward generously at first for the desired and attained behavior. Be absolutely consistent. Avoid punishing relapses, just reinforce the positive developments. Discuss program with appropriate administrator and parents before it begins. Pair the tangible reinforcers with praise. Over time gradually work toward withdrawing to reinforcement intermittently. Eventually, just verbal approval.

(*) Kopple, Henry. Alternatives to Corporal Punishment. Paper presented to APA, September 1, 1975.

(**) deFafra, Carlos. 62 Suggestions to Improve Classroom Discipline. Economic Press, 1968, West Orange, N.J.

(***)From: Report of the Task Force on Corporal Punishment. 1972, National Education Association.

Six Theories of Human Nature

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Course 2 - Discipline

Module 2.5 - Alternatives to Suspension

Module Synopsis

Purpose

Dealing with the seriously disruptive student (e.g., a student who is excessively truant or who commits violent acts against people or property) is of intense concern to all persons involved in the school system. Teachers are fearful, and administrators feel they have tried everything. The courts and much of the discipline research caution against techniques such as suspension or expulsion. The purpose of this module is to explore a variety of alternatives for dealing with serious behavior problems without interrupting the students' educational experience.

Objectives

Participants will be able to--

1. List two reasons why corporal punishment or suspension do not address the causes of disruptive behavior or solve the problems
2. State at least five issues that must be considered in developing effective alternatives to suspension programs
3. Summarize the components of five models of an in-school alternative to suspension program
4. Refer to 15 models of alternatives to suspension programs operating throughout the United States.

Target Audiences/Breakouts

This is a core module targeted at the preoperational and operational level. It is therefore appropriate for a broad mix of participants.

Course 2 - Discipline

Module 2.5 - Alternatives to Suspension

Module Synopsis (continued)

Media/Equipment

Overhead projector
Screen
Flip chart (optional)
Marker

Materials

Transparencies

2.5.1	COPE Program
2.5.2	Afternoon Alternative School
2.5.3	Time Out Room
2.5.4	Quiet Room Program

Background Material (Trainer/Participant)

2.5.1 "Some Parameters To Consider When Designing and Implementing In-School Alternatives to Suspension Programs." Based on a conversation with M. Hayes Mizell.

Background Materials (Trainer)

2.5.2 "Designing and Implementing Effective In-School Alternatives to Suspension," by M. Hayes Mizell.

Resource Material

R.2.1.1 NSRN T/A Bulletin, AIternatives to Suspension Programs

Cope Program

Wexford, Pennsylvania

- Two rooms in school: Lounge and study room with carrels.
- Program emphasizes:
    1) Teaching consequences of unacceptable behavior
    2) Regular academic responsibilities
    3) Counseling/referral to community agencies
    4) Crisis counseling

Afternoon Alternative School

Syracuse, New York

- Twelve teachers from throughout the school district work with about 100 students each year.
- Operates from 2:00-8:00 p.m.
- Program includes:
    1) Work-study experiences
    2) Individual counseling
    3) Self-paced learning packages
    4) Learning geared toward vocational goals

Time Out Room

St. Petersburg, Florida

- One full-time moderator in one room.
- Program emphasizes preventative approach:
    1) Student is removed from only classes which are troublesome, usually one to three periods daily.
    2) TOR is isolated from other students but lunches and breaks are not separate.
    3) Uses values clarification exercises and Transactional Analysis.

Quiet Room Program

Lincoln, Nebraska

- Monitored by principal or assistant principal.
- Located in small room near administrative office.
- Program:
    1) Reality Therapy approach
    2) Student held responsible for behavior and must live with consequences
    3) Strict rules enforced
    4) Tries to alleviate classroom of its problems
    5) Gives students "time to think things over"

Course Agenda by Module

Course 2 - Discipline

Module 2.5 - Alternatives to Suspension

Total Time 45 minutes

Module Summary

This module explores a variety of alternatives for dealing with the seriously disruptive student without interrupting the student's educational experience.

Activity/Content Summary	Time
1. Introduction Relevant issues in dealing with the seriously disruptive student are reviewed. A rationale for moving away from punitive methods and toward programs that more effectively deal with the student is presented.	5 min.
2. Illustrations of In-School Alternatives to Suspension Programs A. Introduction and Sharing of Alternatives B. COPE Program, Wexford, Pennsylvania A lounge and study room are used to continue regular course work with counseling support and special sessions on the consequences of unacceptable behavior. C. Afternoon Alternative School, Syracuse, New York Twelve teachers provide individualized instruction and coordinate work-study experience in an after school program. D. Time Out Room, St. Petersburg, Florida Disruptive students from one to three classes are removed and placed in a special classroom. Values clarification and transactional analysis are employed. E. The Quiet Room Program, Lincoln, Nebraska The principal and assistant principal monitor a program based on the reality therapy approach. F. Concluding Remarks	15 min.

Activity/Content Summary	Time
3. Discussion of Issues in Developing and Evaluating In-School Alternatives	15 min.
A. Introduction	
B. Question Number 1: How Should Referral Be Accomplished?	
C. Question Number 2: Who Should Make Decision to Admit?	
D. Question Number 3: What Justification Is There?	
E. Question Number 4: What about Due Process?	
F. Question Number 5: How Much Time Will Be Involved?	
G. Question Number 6: Where Will the Program Be Located?	
H. Question Number 7: What about Staff Selection?	
I. Question Number 8: How Will Students Do Homework?	
J. Question Number 9: How Can Problem Diagnosis Be Achieved?	
K. Question Number 10: What about Counseling, Instruction, and Other Support Services?	
L. Question Number 11: What Are the Criteria for Evaluating Effectiveness of Program?	
4. Group Discussion and Conclusion	10 min.
Participants discuss similar alternative programs with which they are familiar.	

Course 2 - Discipline

Module 2.5 - Alternatives to Suspension

Detailed Walk-Through

Materials/Equipment	Sequence/Activity Description
	1. Introduction (5 min.)
Background Materials R2.5.1	(NOTE: Trainer should refer to NSRN Resource Bulletin R2.5.1, Alternatives to Suspension Programs, which is included in Trainer Background Materials.)
	Trainer should make the following points:
	o In this module we will explore the problems in schools presented by disruptive students who appear more entrenched in their ways; e.g., excessively truant, aggressive, assaulting people, or damaging property. We will not deal with behavior and actions that have to be referred to police departments, such as rape.
	o Although it is a good idea to try behavior modification and other educative approaches first, they cannot, by themselves, work all the time.
	o The more severe and traditional methods for dealing with serious disturbances sometimes eliminate the immediate problems, but more is becoming known about their negative, long-term effects. For example:
	- More blacks than whites are expelled
	- Corporal punishment increases aggressive behavior
	- Incidences of vandalism increase in areas where there are high rates of suspension.
	o Historically, there have been no substitutes for dealing with substantially deviant behavior.
	o Recently, in reacting to the findings on the negative effects of traditional discipline, some schools are finding hardline approaches that do not substantially disrupt the students' education.
	o This module will explore some of these programs.

Materials/ Equipment	Sequence/Activity Description

2. Minilecture Using Transparencies: Illustrations of In-School Alternatives to Suspension Programs (15 min.)

A. Introduction

Trainer makes the following points:

- The programs developed to deal with the disruptive student without interfering with the student's academic responsibilities vary in size, cost, staffing needs, size of student enrollment, and complexity.
- Some alternatives to suspension programs are formal while some are ad hoc.
- Many operate within the regular school building make use of one floor, one or two classrooms, a lounge, or a partitioned portion of an auditorium stage.
- Often these programs have a director, but some are managed by the principal, vice principal, or counselors.
- The following are four illustrations of effective alternatives to suspension programs currently operating throughout the United States.

B. COPE Program, Wexford, Pennsylvania

Transparency 2.5.1

Show Transparency 2.5.1 and make the points below.

Cope Program

Wexford, Pennsylvania

- Two rooms in school: Lounge and study room with carrels.
- Program emphasizes:
  1) Teaching consequences of unacceptable behavior
  2) Regular academic responsibilities
  3) Counseling/referral to community agencies
  4) Crisis counseling

Materials/ Equipment	Sequence/Activity Description

- The goals of this program are to provide counseling and learning opportunities for hard-to-reach students in order to help them increase those social and academic competencies that are necessary for coping with adult life.
- The program, now in its sixth year, has a director who is assisted by a school psychologist and counseling interns.
- Students are usually in the program from 1 to 10 days, and the school district funds the program.
- Virtually no students have repeated the program, and good feedback has come from families and the community.

C. Afternoon Alternative School, Syracuse, New York

Transparency 2.5.2

Show Transparency 2.5.2 and make the points below.

Afternoon Alternative School

Syracuse, New York

- Twelve teachers from throughout the school district work with about 100 students each year.
- Operates from 2:00-8:00 p.m.
- Program includes:
  1) Work-study experiences
  2) Individual counseling
  3) Self-paced learning packages
  4) Learning geared toward vocational goals

- This Afternoon Alternative School (AAS) operates at a more complex level than the COPE program and contains several social and educational programs.
- The emphasis is on basic educational skills geared to occupational goals. Regular educational requirements must be met for advancement.
- The AAS Program, which started in the fall of 1979, uses one whole floor of a regular school building, and has a staff of 12 full-time teachers.

Materials/ Equipment	Sequence/Activity Description

- Evaluations of the program will be made by the deputy superintendent for instruction and will be based on individual student achievement as compared to previous performance records.

D. Time Out Room, St. Petersburg, Florida

Transparency 2.5.3

Show Transparency 2.5.3 and make the points below.

Time Out Room

St. Petersburg, Florida

- One full-time moderator in one room.
- Program emphasizes preventative approach:
  1) Student is removed from only classes which are troublesome, usually one to three periods daily.
  2) TOR is isolated from other students but lunches and breaks are not separate.
  3) Uses values clarification exercises and Transactional Analysis.

- The Time Out Room is unlike the COPE Program and the Alternative Afternoon School in that it is much less expensive to run and requires less space. Only one full-time monitor and one classroom are used.
- This humanistic, nonpunitive program aims to equip students with skills for "school survival" and is based on the idea that serious problems can be prevented with planned early intervention. Transactional analysis, values clarification, and effectiveness training are utilized.
- Now in its eighth year, the program is used in 38 states. The drop in suspension rates is reported to be from 30 percent to 98 percent.
- Other low-cost spinoffs from the Time Out Room concept have been started in Columbia, Maryland (Contract Room) and Lincoln, Nebraska (Quiet Room Program).

Materials/ Equipment	Sequence/Activity Description

E. The Quiet Room Program, Lincoln, Nebraska

Transparency 2.5.4

Show Transparency 2.5.4 and make the points below.

Quiet Room Program

Lincoln, Nebraska

- Monitored by principal or assistant principal.
- Located in small room near administrative office.
- Program:
  1) Reality Therapy approach
  2) Student held responsible for behavior and must live with consequences
  3) Strict rules enforced
  4) Tries to alleviate classroom of its problems
  5) Gives students "time to think things over"

- o This program, which is punitive in nature, uses one classroom with study carrels. Because it is located beside the principal's office, it can be supervised closely.
- o No extra money or staffing is required for the 1 to 10 day program.
- o In its two years of use, the program has been described as "an effective way to handle classroom problems," and teachers are reported to like it.

F. Concluding Remarks

- o There are many other programs reporting good results located throughout the United States.

Resource R.2.5.1

- o The NSRN National Center has a listing and summary description of 15 of these programs in a resource bulletin, Alternatives to Suspension Programs, which is included as Background Material R.2.5.1 in your Participant Guide. Additional copies may be ordered from NSRN.

Materials/ Equipment	Sequence/Activity Description

3. Discussion of Issues in Developing and Evaluating In-School Alternatives (15 min.)

Background Material 2.5.1

(NOTE: Trainer should refer to Background Material, 2.5.1, "Some Parameters To Consider When Designing In-School Alternatives to Suspension Programs.")

A. Introduction

Trainer should make the following points:

- o We have just finished looking at efforts by four schools to implement alternatives to suspension programs.
- o It is important to remember that none of the disruptive students involved required police referral or intervention.
- o In developing these four programs, as well as the others summarized in the background material, administrators had to deal with a number of issues and answer specific questions.
- o We will now look at some of these questions which must be addressed both in starting an alternative program or in evaluating one that is already operating.

Flip chart (optional) Marker

(NOTE: Trainer may wish to choose some rather than all of the following questions for discussion. Trainer may also wish to note the questions on a flip chart.)

B. Question Number 1: How Should Referral Be Accomplished?

- o A clear statement is needed of when and how to refer.
- o This statement must be communicated to all staff.

C. Question Number 2: Who Should Make Decision to Admit?

- o A designated "gatekeeper" who has the authority to evaluate the student. It is necessary to collect as much information on the student from as many sources as possible (e.g., other students, teachers, parents.).

D. Question Number 3: What Justification Is There?

- o Sufficient documentation is always needed to justify referral.
- o The documentation should describe the behavior problem prompting referral and past attempts to solve the problem.

Materials/ Equipment	Sequence/Activity Description

E. Question Number 4: What About Due Process?

- o Students should be advised as to why referral was made.
- o Students have the right to tell their side of the story.

F. Question Number 5: How Much Time Will Be Involved?

- o An average stay is one to three days.
- o A stay should not go more than three days without a review.

G. Question Number 6: Where Will the Program Be Located?

- o The alternative program can be located in a classroom converted area, or portable classroom.
- o The area should be away from normal activities of school.
- o The setting should be austere.
- o Basic resources of the classroom, e.g., books and desks are needed.

H. Question Number 7: What About Staff Selection?

- o This is the most crucial aspect.
- o Staff should be individuals who--
  - Want to work with the program
  - Want to work with students who have problems
  - Can relate to minority students.

I. Question Number 8: How Will Students Do Homework?

- o Procedures need to be set up for students to receive and complete their usual class work.

J. Question Number 9: How Can Problem Diagnosis Be Achieved?

- o It is essential to identify and work with correcting the root problems responsible for students' misbehavior.

K. Question Number 10: What About Counseling, Instruction, and Other Support Services?

- o Thought must be given to how psychologists, attendance workers, and special education consultants can assist in working with these students.

Materials/ Equipment	Sequence/Activity Description

L. Question Number 11: What Are the Criteria for Evaluating Effectiveness of Program?

- o Questions to evaluate the program are as follows:
  - Has there been a reduction in number of out-of-school disciplinary suspensions?
  - What do race, age, and sex data reveal about who is being referred? Who is doing the referring? What are the major reasons for referring students?
  - Have students who have been through the program increased their academic and social skills and attendance success?
  - Have students developed greater self-discipline?
  - Has the program involved more parents?
  - Has it served a broad range of students?
  - Has it been excessively used as a disciplinary response?

4. Group Discussion and Conclusion (10 min.)

Trainer should asks participants the following:

- o Have any of you worked with alternatives to suspension programs?
- o Will you share them with us briefly?

Course 2 - Discipline

Module 2.5 - Alternatives to Suspension

Background I-D 2.5.1

Background Materials

Some Parameters To Consider When Designing and Implementing In-School Alternatives to Suspension Programs

Based on a conversation with
M. Hayes Mizell, Associate
Director, Southeastern Public
Education Program, American
Friends Service Committee
401 Columbia Building
Columbia, South Carolina

REFERRAL 1. There needs to be a clear statement of the circumstances under which a referral to the in-school alternative is appropriate and a procedure for making the referral. This statement must be communicated to the school staff, students, and parents in writing.

WHO DECIDES? 2. Designate a specific person to be the "gatekeeper." This staff member should have the authority to evaluate the need for, and wisdom of, the student's referral based on a preassignment investigation involving conversations with the student, her/his parents, and the referring educator.

JUSTIFICATION 3. A referral should be accompanied by sufficient documentation to justify the referral. The document should state what behavior prompted the referral, and what efforts were made to identify and solve the problem prior to referral.

DUE PROCESS 4. Students should be afforded the minimal due process rights outlined in Goss v. Lopez before the assignment takes place. The student should be advised as to why the assignment has been recommended and should have an opportunity to present her/his side of the story.

TIME 5. The issue of how long the student will stay with the program is very important. In most cases an assignment of from one to three days will probably be sufficient to work with the student to try and identify the problem. No student should stay in the program for more than three days without a review of her/his progress during the first three days. Any recommendation that the student remain in the program beyond three days should be accompanied by documentation detailing the rationale for the recommendation, an explanation of the activities and services proposed for the student, and what is to be accomplished during the remaining days.

LOCATION 6. If the assignment of a student to a specific place within the school building for a specific period of time is part of the in-school alternative, attention needs to be given to the location of this facility. It may be a classroom that is not in use, a portable classroom, or even a converted storage area. One school even set up a program in an unused area behind the stage. Regardless of what kind of facility is used, it should be somewhat removed from the normal traffic patterns within the school. The facility should probably be an austere setting which does not provide the visual stimulation usually found in normal classrooms. Chairs, desks or study carrels, book cases, and file cabinets are all that is required. However, students should have access to study materials and aids that would otherwise be available to them in the regular classroom.

STAFF SELECTION

7. There is no more crucial aspect of developing an in-school alternative to suspension than selecting the staff who will work with the students assigned to the program. The staff of the program must be selected from individuals who--

- o Want to work with the program
- o Want to work with students who have problems
- o Have demonstrated their ability to work successfully with students with problems
- o Can relate well to students with a variety of class and cultural orientations
- o Are more interested in identifying and solving real problems than in merely responding to or modifying misbehavior symptoms
- o Are patient, caring, and committed to students.

The interview and selection process of the staff for the program could be aided by creating a special selection panel. The panel should include administrators and teachers who are experienced and successful in working with the types of students who may be assigned to the in-school alternative program. It is probable that staff members will also have to relate to members of the student's family and possibly visit her/his home.

PERCEPTIONS OF OTHERS

8. Another important dimension of the in-school alternative program is how it is perceived by regular classroom teachers and school administrators, and how they relate to it. It is critical that the regular school personnel understand the philosophy behind the program, why it has been created, and how it will work. The best chance for gaining the understanding and support of such personnel is to make special efforts at the very initial stages of the planning to discuss the concept with them, receive their views and suggestions, and incorporate their ideas into the program when appropriate.

HOMEWORK

9. Alternative programs which involve temporarily assigning students to a separate facility in the school will necessitate teachers sending a student's daily assignment to the staff of the alternative program. This assignment may be the same as given to other students, or it may be tailored so as to be more intensive and to require more activities of the student who is assigned to the alternative. In either case, there will have to be a close working relationship between the classroom teacher and the staff of the alternative program.

DIAGNOSIS

10. Teachers and administrators may also have to work with the alternative program staff to assist them in identifying and correcting the root problem responsible for the student's misbehavior. This will take time, and it may not always be a pleasant experience since the teacher or the administrator may be part of the problem.

INVOLVING THE PARENTS

11. It is also necessary for the staff of the alternative program to involve the parents of students in discussion about and an analysis of a student's behavior. This may be a long and difficult process that may require home visitations.

INSTRUCTION

12. It should be made clear that if students are in an alternative program which temporarily removes them from the regular class, they must receive a quality of instruction comparable or superior to that they would otherwise receive. Such instruction should be at a level appropriate for the student. Any tests or other important work being given in the student's regular classroom should also be available to the student in the in-school alternative program. Thus, the student who is in the alternative program should not be academically penalized or be permitted to do nothing in the program.

COUNSELING

13. The in-school alternative should also include a component which involves individual or group counseling. Unless there is some opportunity to work with students--and even parents, peers, and teachers--within the context of a counseling model, it is unlikely the root of the student's misbehavior will be identified, or that the student will be successfully involved in its solution.

SUPPORT SERVICES

14. While the in-school alternative program may be somewhat separate from the activities of the regular school program, its staff must have access to the school system's support services. In developing the program, thought must be given to how such school personnel as psychologists, attendance workers, special education consultants, counselors, community relations staff, ombudspersons, and transportation supervisors will relate to the alternative program staff in order to assist them in working with students.

FOLLOW-UP

15. Once a student leaves the in-school alternative program, it is important to have some process of follow up to determine how the student is getting along in regular classes. One component of this followup should be to determine how successful the in-school alternative has been in helping solve the root problems of the student's misbehavior. One

approach is to use a form or card which enables each teacher the student sees throughout the course of a normal school day to indicate how the student is getting along in class. This is turned in to a school administrator, with a copy to the alternative program staff, at the end of each school day.

FUNDING

16. The extent to which additional funding may be required to provide the services and staff for an in-school alternative program depends largely on how creatively an administrator uses the services and staff already available to her/him, and how many students may be involved in the program. It should not be assumed that an in-school alternative cannot be implemented without additional funding. The Emergency School Aid Act can provide funds to eligible districts for a range of services and personnel if the districts meet the program's criteria. Title IV-C of the Elementary and Secondary Education Act can also provide funds. Some staff for the alternative program may be funded through the Comprehensive Employment and Training Act. The Juvenile Justice and Delinquency Prevention Act is the only Federal legislation which specifically provides funds to prevent unwarranted and arbitrary suspensions.

PROGRAM EVALUATION

17. The in-school alternative should be carefully monitored and evaluated at regular intervals throughout the school year in order to determine if it is achieving its intended purposes. The following questions may provide a useful framework for determining the success of the program:

- Has the program actually resulted in a significant reduction in the number of out-of-school disciplinary suspensions? (Compare suspension data from prior to the implementation of the alternative program with data for a comparable period of time while the program has been in operation.)

- What does data concerning referrals and assignments to the alternative program reveal? (Compile data that includes information on the race, sex, grade level of students referred to the program; compares the number and types of students referred to those actually assigned to the alternative program; reveals the number of referrals made by individual teachers or administrators; indicates how many students spent how many days in the alternative program; cites the reasons students were referred and/or assigned to the program; and provides information on the number and types of students who were referred and/or assigned to the alternative program during a given period of time.)

- Have students involved in the in-school alternative program significantly increased their academic, social (coping, interpersonal skills), and attendance success as a result of having participated in the program?

- Has the alternative program resulted in students developing greater self-discipline (as manifested by students not being assigned to the alternative more than once)?

- Has the alternative program resulted in more parents being involved in the disciplinary process?

- Has the alternative served a broad range of students (by sex, race, socioeconomic background, etc.) who have violated school rules, rather than served only one group identified as "the discipline problem"?

- Has the alternative served only those students most in need or has it been excessively used as a disciplinary response? (Check to see if the number of students participating in the in-school alternative is equal to or more than the number of students formerly receiving out-of-school suspensions.)

Course 2 - Discipline

Module 2.5 - Alternatives to Suspension

Background I-D 2.5.2

Background Materials

Designing and Implementing Effective In-School Alternatives to Suspension

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April 18, 1978

This paper was prepared at the request of the National Institute of Education (Order NIE-P-77-0223) for presentation at NIE's conference on "In-School Alternatives to Suspension," Washington, D.C., April 16-18, 1978. The opinions expressed in this paper do not necessarily reflect the positions or policy of the National Institute of Education, and no official endorsement should be inferred.

Let me say at the beginning that the subject of designing and implementing in-school alternatives to suspension is broad and requires a more extensive discussion than is possible because of the time constraints imposed on this presentation. Therefore, this paper is somewhat sketchy and does not fully develop the many considerations that should be kept in mind in developing in-school alternatives.

During the past several years the frequent use and abuse of short-term[1], out-of-school suspensions as a disciplinary technique used by public school administrators has come under increasing scrutiny and criticism. A number of authoritative reports at the local, state, and national level have documented the reasons for such suspensions and the extent to which they are used.[2] The word "suspension" has started to take on a connotation of opprobrium that is an embarrassment to schools rather than to students. The sensitivity of some school officials to the disrepute of suspensions has even given rise to a euphemistic nomenclature which seems designed to obfuscate the practice of disciplinary exclusions. But whether the practice of temporarily barring children from attending school as a response to real or perceived cases of misbehavior is called "three day removal," "class closure," or "sending the student home for the remainder of the day," the result is still the suspension of students from school.

The current reaction to the widespread use of suspensions has been prompted by a variety of new perceptions, analyses, and pressures. Among these are:

-- An awareness that suspending students from school for attendance offenses ("truancy," "cutting class," "excessive tardiness," "leaving campus without permission") is an irrational and ineffective disciplinary response which only compounds the problems of absence from school;

-- An understanding that suspension is not the most effective or productive response to a range of non-violent, non-overtly disruptive offenses such as "smoking," "disrespect," "use of abusive language," "insubordination," or, as in one school district, "public affection;"

-- Pressures from law enforcement officials and juvenile court judges who have complained that suspended students frequently get into trouble in the community when they are unsupervised and uninvolved in constructive activity;[3]

-- A realization by school officials that students who are suspended from school are not counted in the average daily attendance, and that such cumulative absences jeopardize a school district's anticipated level of state financial aid (where state aid formulas are based on ADA);

-- Findings that minority, culturally different students, and students from low-income families are more likely to be suspended at a rate significantly disproportionate to the percentage of their enrollment among all students attending school;

-- An acknowledgement by school administrators that short-term, out-of-school suspensions have too often been used as a convenient and simplistic response to a complex set of problems which may be the shared responsibility of school personnel, the student, and the student's family and community;

-- Criticisms by parents and community groups that school officials are abdicating their responsibilities to students when they remove students from school without first using a range of techniques and services to identify and remedy the problems responsible for the commission of the real or perceived disciplinary offense;

-- Experiences that suggest suspensions are not the best method for communicating with parents about the behavior of their children, or for enlisting parental support for the discipline goals of the school;

-- Evidence that suspensions are now so inappropriately used that they are not a deterrent to student misbehavior, that they do not instill self-discipline, and that they do not insure student misbehavior will not recur.

As a result of the above, and many other concerns, school officials are making greater efforts to develop and utilize

disciplinary responses which do not exclude students from school. The generic term, "in-school alternatives to suspension" may describe many different kinds of efforts to deal within the school with student disciplinary offenses that would have formerly resulted in out-of-school suspension. Such efforts may be informal and ad hoc, or they may be formal and highly organized, but they are all predicated on a sonscious decision not to utilize short-term, out-of-school suspensions as a response to certain student offenses. While such a decision may represent a sincere effort to reduce or eliminate out-of-school suspensions, it should be recognized that the decision also represents a de facto admission by school officials that they are unable or unwilling to successfully initiate and execute the kinds of preventive instructional, organization, and management strategies which will minimize the manifestations of inappropriate behavior by students. The decision to develop in-school alternatives is at least a recognition of the harm and futility of out-of-school suspensions, and hopefully it is predicated on an intention to better serve students. But it also means that all of the knowledge, discussion, curriculum, workshops, conferences, publications and professional rehtoric focusing on the why and how of meeting the educational and human needs of individual students have either been inappropriately applied or havehad limited impact in many local schools and individual classrooms. In-school alternatives can be a valuable step towards better meeting students' needs but they must not be allowed to deter or replace more fundamental educational efforts which will prevent the kinds of behavior to which in-school alternatives are

a response.

It is not the purpose of this paper to describe the many types of in-school alternatives to suspension, that information is readily available elsewhere and school officials who are considering the development of alternatives should make use of those resources.[4] However, just because a disciplinary practice carries the label of an "in-school alternative to suspension" it cannot be assumed the needs of children are being better served or that it represents a qualitative improvement over previous disciplinary practices. Any disciplinary practice, including an in-school alternative, can be misused and later in this paper we will set forth a number of criteria that must be met if an in-school alternative is to be judged as positive.

A committment to design and implement an effective in-school alternative to suspension necessarily implies a recognition of the negative consequences of the frequent use of out-of-school suspensions. Because it is an opportunity for a new beginning, it is important for the development of any in-school alternative to be preceded by a period of <u>reflection</u> and <u>thought</u>.

The process of reflection should represent an effort to assess the purpose, practice, and effect of the use of suspensions. That process might be facilitated if administrators take the time to arrive at honest and thoughtful answers to the following questions:

Why has our school used out-of-school suspensions?

In what ways have out-of-school suspensions limited our ability to help students and solve problems related to school discipline?

What group(s) has borne the consequences of our use of out-of-school suspensions, and why? What has been the impact of those suspensions on the persons affected?

How have we monitored and evaluated the effect of our use of out-of-school suspensions?

What have been the effects of our use of out-of-school suspensions we do not want to repeat in other disciplinary efforts?

To what extent has our school's use of out-of-school suspensions been at our own discretion (as opposed to suspensions mandated by school board policy or district office directives)?

What has been our experience regarding the relationship between the behavior of school personnel and the behavior of students? How have we accepted the responsibility for remedying the inappropriate behavior of individuals from both groups?

How do parents, teachers, and students perceive the system of discipline within the school? What are their attitudes and expectations regarding discipline? How do these relate to my own philosophy and practice?

The answers to these questions may provide some understanding and insight from which valuable lessons may be drawn and applied to the development of an in-school suspension alternative. On the other hand, developing an alternative in the absence of such reflection may mean the mistakes of the past will re-emerge in a new guise to corrupt the intended benefits of the alternative.

School officials who are developing in-school alternatives to suspension should make sure their efforts are based on a solid philosophical foundation. If they believe the primary purpose of the alternative is to punish students, or to control students, or to modify the behavior of the students, then it is unlikely the long-term results of the alternative will differ much from the results of other disciplinary practices conceived within a similar philosophical framework. Again, however, the development of an in-school alternative provides an opportunity to reassess past assumptions and practices and to take a different approach.

The problem with many disciplinary practices is that they are designed more as an expedient response to real or perceived student misbehavior than as an effort to identify and remedy the cause(s) of the behavior. The maintenance of authority, control, and status too often determine the nature of the disciplinary response, frequently to the exclusion of helping the child or solving the problem which is at the root of the child's misbehavior symptom. Such responses not only result in ineffective disciplinary practices but they can lead to a school official's abuse of power.

In-school suspension alternatives should be developed for the purposes of (1) helping the child, (2) identifying and remedying the root problem(s) responsible for the real or perceived comission of a disciplinary offense, (3) helping students develop self-discipline, (4) gaining knowledge about the factors contributing to discipline-related problems and initiating preventive measures to reduce those problems, (5) eliminating the use of out-of-school disciplinary suspensions for all offenses except those which clearly threaten the security of the school community, and (6) providing a framework within which school personnel can work on achieving the first five goals while enabling the majority of the students in the school to continue to participate, without interruption, in the school's instructional process.

Certainly these are goals based on a philosophy that discipline in the schools goes beyond issues of punishment and control, and that suggests school officials have an extensive responsibility to students. But unless the goals of an in-school

suspension alternative are developed on this or a similar philosophical base, the potential of the alternative may not be fully realized.

It is important to recognize that the objective of an in-school alternative must not be restricted to merely reducing the number of out-of-school suspensions. Detention programs which address none of the other goals stated above have succeeded in achieving the limited objective of keeping students in school, but it is highly questionable whether students have really been helped or whether future problems have been prevented. In-school alternatives to suspension which result only in students sitting in a room is an irresponsible management technique which, in the long term, is not likely to help either the student or the school.

Such a misuse of an in-school alternative also provides a convenient means for ignoring the fact that the student may be only one factor in the root problem responsible for the student's real or perceived misbehavior. It does little good to involve a student in an in-school alternative if there is a prejudgment it is always the student's misbehavior which needs to be modified. School officials must be willing to come to grips with the fact that the root problem of a student's misbehavior may also be found, in whole or in part:

-- in how a teacher manages his/her classroom or relates to students;

-- in the hasty judgments of school personnel whose reactions are based on partial information or on

cultural/racial stereotypes or on his/her personal values;

-- in a range of other school-related, peer-related, home-related, or community-related factors.

While school officials are often willing to acknowledge the role of peers and the student's family as possible contributors to the student's misbehavior, they are less frequently willing to acknowledge or address school-related factors. If in-school alternatives perpetuate the inclination to modify the student's misbehavior symptom, but do not provide a context for identifying and remedying the root cause of the problem--wherever it is found and whomever it involves--then the alternatives will represent "discipline as usual" for the student and the school.

If an in-school alternative is to provide a framework within which problems are to be solved--not merely ignored, misclassified, or removed from the classroom--then school officials must be committed to developing an alternative that permits the program staff to make an objective analysis of what the problem really is and gives them the power and support to deal with it. If the misbehaviors of peers, teachers, administrators, and parents are found to be a major factor leading to student misbehavior, then those behaviors must be addressed. This should be done even when recognizing and confronting such behaviors threatens the status quo of the power relationships and the political dynamics in the school community. Of course it must be recognized that peers, teachers, administrators, and parents--like students--are prone to human error and bad judgment. Like students, they

often need help in identifying the source of the problem and confronting their own role in it.

The design of an in-school alternative should reflect both an ambition to deal more substantively and successfully with student misbehavior, and a sense of realism based on an intimate knowledge of students' needs, and the informal and formal structures and relationships in the schools. This means teachers, administrators, students, and parents should be involved in designing the in-school alternative. It is essential for this planning process to be deliberate and thoughtful, and for all the participants to be well informed about various alternative models.

Designers of an in-school alternative to suspension should consider the following major components:

Criteria and Procedures for Referral

The in-school alternative should not be viewed as the solution to every case of a student's misbehavior in the classroom, nor should it be assumed that the referral of the student to the alternative is the best response to every violation of the school rules. If in-school alternatives result in removing and isolating students from the regular classrooms and if that process is easy and convenient for the classroom teacher, then there is the temptation for the teacher or administrator to abdicate his/her responsibility for effective discipline in the classroom and the school. Therefore, there must be a clear statement of the circumstances under which a referral to the in-school alternative is appropriate and the procedure for making the referral. This statement must be communicated to the school's staff, students, and parents in writing.

It is also wise to designate a specific person to be the "gatekeeper" of the in-school alternative. This administrator or other school staff member should be the person who screens all referrals to the alternative in order to determine if such referrals are appropriate and necessary to solve the root problem. Such an individual must not assume a role of "processing" referrals, as some assistant principals have processed out-of-school suspensions in an assembly-line fashion. Further, this "gatekeeper" must have the authority to evaluate the need for and the wisdom of the student's referral to the alternative based on a pre-assignment investigation involving conversations with the student, his/her parents, and the referring educator. This person should be empowered to assign or not assign the student to the in-school alternative and, when appropriate, to recommend the use of less formalized alternatives which would more likely meet the student's needs and more quickly return him/her to the regular classroom.

A referral to an in-school alternative must be accompanied by sufficient documentation to justify the referral. The documentation should state what incident or behavior prompted the referral and what efforts were made to identify and solve the problem prior to referral. A teacher's written suggestions or comments to facilitate the identification and solution of the problem responsible for the referral should also be solicited.

As another part of the referral process, students should be afforded the minimal due process rights outlined in Goss v. Lopez before the assignment takes place. The student should be advised as to why the assignment has been recommended, and should

have an opportunity to present his/her side of the story. This conversation may also provide clues about the root causes of the problem. Such a procedure is simply good administrative practice, and it may have the added benefit of providing some legal protection for the school system and its personnel.[5]

Length of Assignment

If one assumes that many in-school alternatives will take the form of assigning students to a separate facility within the regular school, the issue of how long the student will stay there becomes very important. In most cases an assignment of from one to three days will probably be sufficient to work with the student, to try and identify the problem, and to initiate a process for effectively dealing with the problem. No student should stay in the program for more than three days without a review of his/her progress during the first three days. Any recommendation that the student remain in the program beyond three days should be accompanied by documentation detailing the rationale for the recommendation, an explanation of the activities and services proposed for the student, and what is to be accomplished during the remaining days. The review process should include an examination and discussion of this documentation in a meeting of the referring teacher or administrator, the person who assigned the student to the program, the student and his/her parents, and any members of the in-school suspension staff. Of course, under no circumstances should a student ever be in the program for more than seven days without a full due process hearing.

In-School Program Facilities

If the assignment of a student to a specific place within the school building for a specific period of time is part of the in-school alternative, attention needs to be given to the location of this facility. It may be a classroom that is not in use, a portable classroom, or even a converted storage area. One school even set up a program in an unused area behind the stage. Regardless of what kind of facility is used, it should be somewhat removed from the normal traffic patterns within the school. This serves several purposes. It provides the social isolation which can sometimes motivate students to "get their act together" and complete their stay in the program so they can resume their social role in the regular school environment.[6] It also removes the facility from curiosity-seekers among other students and decreases the chances of undesired interruptions. It can spare students some embarrassment since they are not seen going in or out of the in-school suspension facility.

The facility should probably be an austere setting which does not provide the visual stimulation usually found in normal classrooms. Chairs, desks or study carrels, book cases, and file cabinets are all that is required. However, students should have access to study materials and aids that would otherwise be available to them in the regular classroom. If there are students who are assigned to the facility primarily because of misbehavior symptoms resulting from serious academic problems, the facility should also include programmed instructional materials, and books and other materials specifically geared to the academic level of

the students. If the experience of the in-school suspension program begins to reveal that many students assigned to it are there because of academic problems, it may be necessary to change the in-school alternative to one which is more clearly designated as a skill development center.[7] In that case the facility would be different than the one described here because the emphasis would be on academic remediation rather than on discipline.

Staff Selection and Responsibilities

There is no more crucial aspect of developing an in-school alternative to suspension than selecting the staff who will work with the students assigned to the program. The development of the alternative must not be seen as an opportunity to reassign an undesirable teacher from a regular classroom to the alternative program. Instead, the staff of the program must be selected from individuals who:

-- want to work with the program;
-- want to work with children who have problems;
-- have demonstrated their ability to work successfully with youngsters with problems;
-- can relate well to youngsters with a variety of class and cultural orientations;
-- are more interested in identifying and solving real problems than in merely responding to or modifying misbehavior symptoms;
-- are patient, caring, and committed to students.

If possible, certification criteria should be a secondary consideration. It is more important for the prospective staff member to be able to communicate with troubled students, to have strong diagnostic and instructional skills, and to have the energy and imagination to utilize a variety of school and community resources to help solve problems.[8]

The interview and selection process of the staff for the program could be aided by creating a special selection panel. The panel should include administrators and teachers who are experienced and successful in working with the types of students who may be assigned to the in-school alternative program. The panel must make it clear to the applicants why the program is being initiated, the goals and objectives of the program, what support the staff will have from the school system, what authority the staff will have, and an indication of the school system's commitment to the program.

Staff for the alternative program can be expected to have many different responsibilities. Aside from supervising students in the program they will have to provide counseling opportunities for students and work to establish a personal rapport with them. The staff will have to assist students with academic assignments and be sensitive to possible learning problems which may become apparent in working with the student. It will also be necessary for staff to make judgments as to when students could profit from utilizing school or community-based services, and then to facilitate the student's use of those services.

It is probable that staff members will also have to relate to members of the student's family and possibly visit his/her home. In other words, the staff member must be able and willing to be resourceful and flexible in responding to a broad range of student needs.

Relation of Certificated Personnel to Alternative Program

Another important dimension of the in-school alternative program is how it is perceived by regular classroom teachers and school administrators, and how they relate to it. It is critical that the regular school personnel understand the philosophy behind the program, why it has been created, and how it will work. The best chance for gaining the understanding and support of such personnel is to make special efforts at the very initial stages of the planning to discuss the concept with them, receive their views and suggestions, and incoroporate their ideas into the program when appropriate. How the program operates, regardless of how it is defined or how the administration thinks it should operate, will depend on the degree to which it is understood and supported by the regular school staff.

Alternative programs which involve temporarily assigning students to a separate facility in the school will necessitate teachers sending a student's daily assignment to the staff of the alternative program. This assignment may be the same as given to other students, or it may be tailored so as to be more intensive and to require more activities of the student who is assigned to the alternative. In either case there will have to

be a close working relationship between the classroom teacher and the staff of the alternative program.

Teachers and administrators may also have to work with the alternative program staff to assist them in identifying and correcting the root problem responsible for the student's misbehavior. This will take time and it may not always be a pleasant experience since the teacher or the administrator may be part of the problem. For this reason the regular school personnel need to understand that the alternative program staff have the strong support of school district officials, and that there is an expectation classroom teachers will cooperate with the program's staff. As a part of its commitment to provide comprehensive support to the staff, the school district should be prepared to provide in-service training, counseling, and other assistance to school personnel who are unwilling or unable to recognize and remedy the role they play in stimulating or aggravating student misbehavior.

Parents and the Alternative Program

It is also necessary for the staff of the alternative program to involve the parents of students in discussion about and an analysis of a student's behavior. This may be a long and difficult process that may require home visitations. But it is vital for parents to know as much as possible about why their child is in the alternative program and what the program is trying to do for the student. A routine process of involving parents can also provide a way to educate parents about the

reasons for and substance of the school's expectations of the student's behavior. There can be no substitute for direct, face-to-face contact between the staff of the alternative program and parents of students in the program. This component of the program is essential to its success.

Content of In-School Alternative Programs

Certainly it should be made clear that if students are in an alternative program which temporarily removes them from the regular class, they must receive a quality of instruction comparable or superior to that they would otherwise receive. Such instruction should be at a level appropriate for the student. Any tests or other important work being given in the student's regular classroom should also be available to the student in the in-school alternative program. Thus, the student who is in the alternative program should not be academically penalized or be permitted to do nothing in the program. The academic component of the alternative program should be more rigorous, more challenging, more appropriate, and more rewarding than in the regular classroom.

The staff of the alternative program must be vigilant for students' academic problems resulting from learning handicaps, inadequate previous preparation in the lower grades, inappropriate instruction, or the use of inappropriate materials. Solving these problems may require more time and resources than are at the disposal of the alternative program staff. Therefore, some program to aid the student with these problems will have to be prescribed

after a process of teacher consultation, a formal assessment of the student's achievement level, a review of the student's academic history, and an intensive diagnosis of the student's learning process problems which need special attention. A plan to solve the student's academic problems should be developed, shared with and explained to the student and his/her parents, and carefully monitored.

The in-school alternative should also include a component which involves individual or group counseling. Unless there is some opportunity to work with students - and even parents, peers, and teachers - within the context of a counseling model it is unlikely the root problem of the student's misbehavior will be identified, or that the student will be successfully involved in its solution.

The specific counseling approach utilized will depend on the theoretical framework within which the in-school alternative has been organized. While approaches using behavior modification, reality therapy, values clarification, Adlerian psychology, and transactional analysis are employed by many programs, the model should be consistent with the goals set forth earlier in this paper. Accordingly, it is not appropriate to use counseling models which manipulate the student or which start from the assumption that it is only the student's behavior that needs to be modified. Approaches which tend to mask or misidentify the root problem should be avoided. The object of the in-school alternative program is not to produce a passive, adaptive student or to pound the round peg into the square hole. The in-school alternative

program should not be a forum in which counseling techniques have the effect of denigrating the student's culture or community. Rather, the purpose of counseling in the alternative program should be (1) to involve the student in identifying and assuming some responsibility for solving the root problem responsible for his/her misbehavior, (2) to assist the student in confronting the reasons for his/her own misbehavior, and that of others, (3) to assist the student in analyzing the relationship between his/her behavior and his/her short and long term self-interest, and (4) to assist the student in accepting responsibility for and in learning how to manage his/her behavior and to cope more responsibly with the behavior of others.

Support Services for the Alternative Programs

While the in-school alternative program may be somewhat separate from the activities of the regular school program, its staff must have access to the school system's support services. In developing the program, thought must be given to how such school personnel as psychologists, attendance workers, special education consultants, counselors, community relations staff, ombudspersons and transportation supervisors will relate to the alternative program staff in order to assist them in working with students. Attention should also be given to establishing contact with and involving individuals from such community-based agencies as legal aid offices, mental health centers, community centers, churches, social service agencies, and the like.

These school and community support personnel must also

understand the purpose and method of operation of the alternative program. They should know what is expected of them and meet regularly with the alternative program staff. If the alternative program staff are to effectively utilize these support services, it will be necessary for them to develop personal working relationships with the personnel in order to have their cooperation and understanding when they are asked to become involved in helping a particular student. In all cases the staff of the alternative program should serve as the advocate for the students with whom they are working, both to assure that the support personnel provide prompt and quality service and to protect the student's interests. In no case should a student simply be "turned over" to the school or community support personnel.

Follow-Up

Once a student leaves the in-school alternative program it is important to have some process of follow-up to determine how the student is getting along in regular classes. One component of this follow-up should be to determine how successful the in-school alternative has been in helping solve the root problems of the student's misbehavior. One approach is to use a form or card which enables each teacher the student sees throughout the course of the normal school day to indicate how the student is getting along in class. This is turned in to a school administrator, with a copy to the alternative program staff, at the end of each school day. Short-term support from the alternative program staff may be necessary if this procedure indicates the student is continuing

to have some problem.

It may also be wise to plan some follow-up counseling sessions so the student will be able to provide feedback as to how he/she is doing. It is preferable for the in-school alternative to be organized so that its "alumni" can take the initiative to temporarily (two hours or less) return to the program for follow-up counseling with any member of the program's staff with whom the student has developed a special rapport. Such a follow-up session should be available to the student at any time during the school day on an emergency basis, and should be preceded by the student's notification of an appropriate teacher or administrator that the student is returning to the program.

Funding

The extent to which additional funding may be required to provide the services and staff for an in-school alternative program depends largely on how creatively an administrator uses the services and staff already available to him/her, and how many students may be involved in the program. It should not be assumed that an in-school alternative cannot be implemented without additional funding. Before such a conclusion is reached school officials should think carefully about what kind of arrangements could be made using available staff.

If additional resources are required, there are a number of possible sources for funds. In those school districts where superintendents and school boards are thought to be sympathetic

to the goals of the in-school alternative, they should be asked to provide local funds to support the program. In other school districts, it may be necessary to seek outside funding if that seems to be the only strategy for getting the program established. The Emergency School Aid Act can provide funds to eligible districts for a range of services and personnel if the districts meet the program's criteria. Title IV-C of the Elementary and Secondary Education Act can also provide funds. Some staff for the alternative program may be funded through the Comprehensive Employment and Training Act. The Juvenile Justice and Delinquency Prevention Act is the only Federal legislation which specifically provides funds to "prevent unwarranted and arbitrary suspensions..."[9]

Monitoring and Evaluating the Alternative Program

The in-school alternative should be carefully monitored and evaluated at regular intervals throughout the school year in order to determine if it is achieving its intended purposes. The following questions may provide a useful framework for determining the success of the program:

-- Has the program actually resulted in a significant reduction in the number of out-of-school disciplinary suspensions? (Compare suspension data from prior to the implementation of the alternative program with data for a comparable period of time while the program has been in operation.)

-- What does data concerning referrals and assignments to the alternative program reveal? (Compile data which includes information on the race, sex, grade level of students referred to the program; which compares the number and types of students referred to those actually assigned to the alternative program; which reveals the number of referrals made by individual teachers or administrators; which indicates how many students spent how many days in the alternative program; which cites the reasons students were referred and/or assigned to the program; and which provides information on the number and types of students who were referred and/or assigned to the alternative program during a given period of time.)

-- Have students involved in the in-school alternative program significantly increased their academic, social (coping, inter-personal skills), and attendance success as a result of having participated in the program?

-- Has the alternative program resulted in students developing greater self-discipline (as manifest by students not being assigned to the alternative more than once)?

-- Has the alternative program resulted in more parents being involved in the disciplinary process?

-- Has the alternative served a broad range of students (by sex, race, socio-economic background, etc.) who have violated school rules, rather than served only one group identified as "the discipline problem"?

-- Has the alternative served only those students most in need or has it been excessively used as a disciplinary response? (Check to see if the number of students participating in the in-school alternative is equal to or more than the number of students formerly receiving out-of-school suspensions.)

The monitoring and evaluation of the alternative program should involve the program staff, classroom teachers, administrators, and a representative from the district office. The assessment should result in a report which includes the kind of data indicated above, relevant anonymous case histories, and comments from school personnel, students, and parents. An interim report of this type certainly should be prepared at the conclusion of each semester the alternative program is in operation; a more extensive report which also includes cumulative data and a thorough analysis of the program's impact and deficiencies should be prepared at the end of each school year.

This paper has outlined some of the qualitative parameters that should be considered in designing and implementing an in-school alternative to suspensions. It is now a truism in American education that the quality of any given program is largely dependent

upon the commitment of those who plan the program, and the leadership and energy which they bring to its implementation. That is also the case with in-school alternatives to suspension. In-school alternatives will not work for the benefit of students if they are implemented grudgingly or if they are supervised by individuals who do not believe in the philosophy upon which the program is based.

What has been outlined in this paper is not a panacea for all discipline-related problems in public schools. It will not eliminate the damage that can be caused by the inappropriate disciplinary responses of educators who are not adequate to the task of relating to students with problems.[10] But with careful planning, and guided and implemented by skilled educators, an in-school alternative program can result in more effectively meeting the discipline needs of students and schools.

FOOTNOTES

1. Ten consecutive school days, or less.

2. Children Out of School in Ohio, by The Citizens' Council for the Ohio Schools, 1977. (Available for $2.00 from the Citizens' Council/517 The Arcade/Cleveland, Ohio 44114.)

   "Close-Out Report" of the Special Student Concerns Project/ Bureau of Technical Assistance/Louisiana State Department of Education, prepared by Eugene Limar and Lynda Wright, November, 1976-March, 1978.

   Community Opportunities for Educational Directions Project, of the North Carolina Human Relations Council, August 31, 1977. (Available free of Charge from Department of Administration/ Human Relations Council/116 W. Jones Street/Raleigh, NC 27603.)

   The Governor's Task Force on Disrupted Youth, Phase I Report, September 14, 1973, Task Force, State Capitol, Tallahassee, Florida.

   Project Student Concerns Interim Report of the Jefferson County Education Consortium, Louisville, Kentucky. September 14, 1977.

   Rates, Reasons, Recommendations, a study of student suspensions by the South Carolina Human Affairs Commission, June, 1976. Linda Jones, Project Coordinator.

   School Suspensions Are They Helping Children? published by the Children's Defense Fund, 1520 New Hampshire Avenue NW Washington, D.C. 20036. September, 1975.

   Title VII Special Student Concerns Interim Report of the Louisiana State Department of Education, Bureau of Technical Assistance, Eugene Limar, Coordinator. November, 1976.

3. The Juvenile Justice and Delinquency Prevention Act of 1974 includes a finding by Congress that "juvenile delinquency can be prevented through programs to keep students in elementary and secondary schools through the prevention of unwarranted and arbitrary suspensions and expulsions."

4. There are a number of publications which describe in-school alternatives to suspension. Programs currently in operation are described in the newsletter Creative Discipline, published by the Southeastern Public Education Program of the American Friends Service Committee during 1977-1978 (available for $7.00 from AFSC-SEPEP 401 Columbia Building, Columbia, S.C. 29201). Other programs are described in materials available from the National Association of Secondary School Principals and other professional organizations.

5. For recommended due process procedures for in-school suspension see Section 9 the plaintiffs proposed discipline code in Morgan v. Kerrigan available from the Children's Defense Fund, 1520 New Hampshire Avenue, N.W., Washington, D.C. 20036

   For recommended procedures for temporary removal from class see Section 7.5.5. of the Model Code of Student Rights and Responsibilities available from the Center for Law and Education, 6 Appian Way, Cambridge, Massachusetts 02138.

   There are a number of potential legal questions surrounding an assignment to an in-school alternative program, and the "rehabilitative" purpose, activities, and effect of the program. See "In-School Suspension Practices and the Prison Hospital Experience" by David K. Wiles and Edward Rockoff in the NOLPE School Law Journal, Volume 7, Number 1, 1977. (Available for $2.50 from NOLPE, 5401 S.W. 7th Avenue, Topeka, Kansas 66606.)

6. Attention needs to be given to the degree of isolation which is desirable in this type of programs. Some programs do not permit students in the program to eat with other students (lunch trays are brought to the in-school program room). Other programs require that students have to go to the bathroom at a time when no other students are in the halls. Students in alternative programs are sometimes prohibited from participation in extracurricular activities that may be held during or at the end of the school day.

7. Schools should be receptive to learning from the experience of the in-school alternative program. In some cases it may be necessary to make significant curriculum and instructional adjustments in the regular school program if it becomes clear the academic needs of some students are not being met. The strong support of the school district's central office may be necessary to help a school determine if, when, and how such adjustments should be made.

8. Some schools have found that because of the personality of the person in charge of the in-school program, and because students in the programs usually receive more individual attention and care than in the regular classroom, some students welcome the opportunity to be assigned to the program. This is most likely to happen when the real problem has not been adequately addressed and the student views the in-school program as a haven. Thus, assignment to the program may be seen by some students as a positive experience and may inadvertently be responsible for students causing problems (so they will be assigned to the in-school program). The occurance of this phenomenon should be anticipated. Careful records should be maintained to determine if the same students are returning to the program over and over and, if so, why.

9. A detailed description of various Federal sources of funding for in-school alternative programs can be found in the April, 1978 issue of Creative Discipline.

10. For example, educators may quit suspending students but begin to routinely refer "behavior problems" for evaluation and placement in programs for the emotionally handicapped or the educable mentally handicapped. The absence or low incidence of suspensions cannot be assumed to indicate the presence of appropriate responses to students with problems.

National School Resource Network

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R.2.5.1

Technical Assistance Bulletin

Alternatives to Suspension Programs

Summary

Data on suspension suggests a number of questionable implications on its use as a disciplinary strategy. Student advocates point out that suspension policies may discriminate against nonwhite students, for example, and educators are concerned that suspended students who are doing poorly in school lose even more valuable class time. Concern over the negative effects of suspension has caused administrators to search for alternatives. This Bulletin is a summary of some in-school suspension programs that have been designed to deal with serious behavior problems yet permit students to continue their education.

The Problem

School suspension represents a serious threat to the educational careers of young people. Recent reports and research studies have announced the abuses and excesses of suspensions: proportionally, many more nonwhite students than white students are suspended; suspension for truancy and class cutting may, in fact, "reward" suspended students, those who can least afford to miss academic instruction.

Further, suspension in some cases may have a negative effect on the community at large, because released students may loiter unsupervised on the streets before returning home. An economic argument against suspension is that in many cases the school and school district lose funds based on average daily attendance formulas.

Rationale

The increasing awareness of the problems attendant upon a high level of suspension has caused educators to seek less disruptive alternatives. Suspension of students who exhibit socially unacceptable behavior is no longer an ultimate disciplinary measure for administrators. Many of the nation's schools have implemented or are developing alternatives that provide the student and the school with disciplinary options that permit students to continue some level of educational activity within the school environment.

Many of these in-school alternatives also serve to identify and treat the problems that lead to school disruption. Counseling programs, timeout rooms, referral centers, in-school suspension centers, and a plethora of other approaches have now emerged across the country.

This Resource Bulletin is developed to provide school personnel with a sampling of in-school suspension programs that are now operating throughout the United States and that appear to be achieving positive results. However, one word of caution: inasmuch as in-school alternative-to-suspension programs are relatively new, actual evaluation, or even criteria for evaluating effectiveness, are only in formative stages. It will be several years before the full benefit of such programs can be assessed.

Program Examples

Evansville, Indiana:
ALTERNATIVE EDUCATION ASSIGNMENT (AEA)

Staff: Coordinated by assistant principal for discipline. Other personnel (counselors, school psychologists) are drawn upon as needed.

Set-Up: One classroom is used to separate 'offenders' from

Prepared under Grant #79JS-AX-2049 from the Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, U.S. Department of Justice. Points of view or opinions in this document are those of the NSRN and do not necessarily represent the official position or policies of the U.S. Department of Justice.

the student body. Students in program also eat in an isolated area of the cafeteria.

Program: Academically oriented with a counseling emphasis. Regular classroom assignments are still required, augmented by activities tailored to the needs of the students. For example: personal hygiene workshops, interpersonal relationship training, career counseling, values clarification, and rap sessions. Behavior modification techniques are also used. Students not benefiting from the program are appropriately referred to juvenile courts, youth services bureaus, community services, etc.

Duration: Students average two to three days in the program.

Costs: AEA is considered part of the schools regular budget; no additional funds are needed.

Evaluation: In its third year, AEA has been described as a very successful program based upon three points: (1) teachers praise the program's effectiveness in aiding their disciplinary efforts, (2) out-of-school suspensions have "disappeared," and (3) the program has been adopted by the rest of the school system.

Wexford, Pennsylvania:
COPE PROGRAM

Staff: One director assisted by counselors, a school psychologist, and counseling interns (proposed involvement of a VISTA volunteer and local clergy).

Set-up: Two rooms in school: (1) casual lounge with living room furniture, and (2) classroom with study carrels.

Program: COPE has basically four components: (1) immediate problem support system where consequences for unacceptable behavior are also spelled out, (2) regular school responsibilities, (3) in-school suspension with counseling and liaison work with community agencies, and (4) a drop-in center. The program's purpose is to provide counseling and learning opportunities for hard-to-reach students in order for them to view themselves more positively through increasing their competencies in social and academic skills useful in coping with adult life.

Duration: One to ten days. Longer if more serious offense requiring a school board hearing.

Costs: Funded by school district.

Evaluation: Although no systematic data was available, there were virtually no repeats in the program. Also, good feedback was received from families and the community. COPE is in its sixth year.

Buffalo, New York:
INTENSIVE LEARNING CLASSES (ILC)

Staff: One full-time teacher selected by principal.

Set-up: One classroom.

Program: Students in the ILC are restricted to a physical area away from the regular student body. They are responsible for catching and/or keeping up with their academics while in these study sessions. Other program components include physical education periods and separate cafeteria space. School psychologists and counselors may be utilized as needed, and referrals can be made to local agencies.

Duration: One to ten days. The average is five to six days.

Costs: Local funds pay for one full-time salary for each school (average of $15,000). All 13 district schools use this type program.

Evaluation: Regular evaluation is responsibility of each building administrator. In its two years of use at the high school level, the program has gained the "wholehearted endorsement" of the school district and will be adopted by the junior high schools this next term (September 1979).

Syracuse, New York:
AFTERNOON ALTERNATIVE SCHOOL (AAS)

Staff: Twelve teachers assembled from school district to work with a projected 100 students.

Set-Up: The AAS will be located on one floor of an existing junior high school.

Program: Operating from 2 to 8 p.m. (with class times from 3 to 7 p.m.), innovative programming will include a work-study program and several social/educational programs designed to provide individual counseling and learning packages, opportunities for improved self-image and respect for others, and additional services as teachers see fit to tailor the program to individual student's needs. The emphasis is on basic educational skills geared to application to occupational goals. Regular educational requirements must be met for advancement.

Duration: It is projected that two years will be the average length of time before the common goal of mainstreaming is reached.

Costs: Twelve full-time teacher's salaries. Additional materials, equipment, and space is made available through existing school resources.

Evaluation: This program, proposed to begin this term (September 1979), will be evaluated periodically by the deputy superintendent for instruction. Evaluations will be based on individual student achievement as compared to previous performance baselines.

Prior Lake, Minnesota:
CONTINUING EDUCATION CENTER (CEC)

Staff: One full-time teacher-in-charge. Assistant principal and special education staff are also utilized.

Set-Up: One classroom in the special education section of the school building.

Program: Offering the student a period to "cool off," the program uses behavior modification contracts to identify problems, goals, and consequences. Regular class assignments are continued, and meetings with counselors are scheduled. Parents are very involved, and even sign the contract along with the student, teacher, counselor, and principal. CEC also has a practical emphasis integrating academics and occupational objectives. Remedial classes, vocational workshops, and assorted study aides are made available. The program also has a referral route with a local county human services center.

Duration: Variable. Average of three days.

Costs: One full-time teacher's salary (estimated at $16,000).

Evaluation: In its fifth year, the program is seen as responsible for a lowered out-of-school suspension rate and few students need to repeat

CEC. Also, the numbers of students who continue on to graduation is high.

Lincoln, Nebraska:
QUIET ROOM PROGRAM (QRP)

Staff: Monitored by principal and assistant principal.

Set-Up: Six desks and two study carrels in a small classroom between administrators offices.

Program: Primarily the program's aim is to alleviate the classroom of its "problems," and give "offenders time to think things over." The reality therapy spinoff model gives the student responsibility for his or her own actions. There are strict rules (study silently, don't leave the room, etc.), and the QRP is punitive in nature.

Duration: One to ten days as needed.

Costs: Seen as part of school's budget for discipline and instruction. No additional funds are required.

Evaluation: In its two years of use, the program has been described as "an effective way to handle classroom problems," and teachers are reported to like the program.

Orange County, California:
SATURDAY WORK-STUDY PROGRAM

Staff: Two staff members per school in district. One supervises work activities and the other monitors study sessions.

Set-Up: School facilities opened on Saturday.

Program: The workstudy program attempts to accomplish two results: (1) to get students involved in activities that will allow them to accomplish something (painting, etc.), and (2) to show students the consequences of unacceptable behavior. The work component engages students in school maintenance and building chores and some more creative tasks when available. The study sessions are monitored by a "nonauthoritarian" teacher who is there to aid students in any way necessary. An "on-campous suspension program" is going to be started in this term (September 1979) with a more academic emphasis, taking place during the school day.

Duration: Students are assigned Saturday duties in relation to seriousness of offense. One Saturday is typical.

Costs: Although the program costs $60 per Saturday to pay staff at each school, it is reported to have saved the school district $6,000 to $8,000 in saved attendance apportionment during the three years of operation.

Evaluation: Teachers, administrators, families, and the community praise the program.

Columbia, South Carolina:
IN-SCHOOL SUSPENSION GROUP

Staff: One coordinator (shared by two high schools), assisted by school staff member.

Set-Up: Portable classroom trailer adjacent to the school building. Individual and group counseling helps young people to understand the reasons why their actions are viewed as offensive, and to discover and examine alternatives to unacceptable behavior. Individual "packets" are developed identifying offenses and indicating what activities the student must complete to be allowed back into regular class. Referrals for services the program cannot provide are made to appropriate county agencies.

Duration: Two days is the average stay. More time may be required depending on the nature of the offense, or on the basis of unsuccessful first days.

Costs: No dollar figure was available; however, the cost is basically the salary of one full-time coordinator.

Evaluation: In its four years at the junior high school level and two years in the high schools, administrators report most favorable impressions. Also, parents like the program.

El Paso, Texas:
ALTERNATIVE-TO-SUSPENSION CLASS

Staff: One full-time teacher.

Set-Up: One or two rooms per campus. Classrooms preferred.

Program: Using lesson plans from the student's regular classroom, the teacher works intensively with small groups to encourage good academic performance. The class starts before the regular school classes and lets students out earlier also. Students do not take breaks, nor do they leave the room except to go to lunch as a group separated from the rest of the students. Most counseling referrals, which are fairly common, are made first to in-house staff in the guidance office, then to local social and mental health services if needed.

Duration: From point of infraction until the end of that term.

Therefore, the program can vary from a few days to almost one term in length.

Costs: One full-time position.

Evaluation: The program, utilized throughout the El Paso district, is termed very successful, particularly in one way: students in the program consistently improve their grades. One assistant superintendent stated "at first students resist, but after a while they see that there is nothing to do but study." The program has been used in several forms for many years.

Baton Rouge, Louisiana:
BEHAVIOR CLINIC

Staff: Two moderators: one counselor and one teacher.

Set-Up: School library.

Program: Two-hour sessions are held two or three times per week. After an orientation, students are grouped according to type of infraction. Activities are designed for specific groups. Staff, skilled in human relations and behavior modification, listen to students' problems and suggest solutions. Film strips, slides, resource persons, and workshops are utilized. Students are evaluated by the moderator to provide information to teachers and administrators about the readiness of students to return to class ("graduate" from the clinic). With parental permission, referrals can be made to local mental health services and social work agencies. Twelve students is the clinic's maximum census.

Costs: The two moderators are volunteers from the regular school staff. Additional supplies and equipment come from the existing school resources.

Evaluation: In its fifth year the program claims success and states results are well received by the entire school staff. No systematic evaluation is done.

New Berlin, Wisconsin:
HELP CENTER
(Handling Educational and Learning Problems)

Staff: Six teachers (three with LD, MR, or ED certification).

Set-up: One major classroom, three small ones, and one office in the main school building.

Program: With a philosophy geared toward "doing whatever is needed to make learning enjoyable for the student," the program is truly tailored to the individual. Regular school work is required, and remedial classes are conducted. Also, local vocational and technical school facilities are used to prepare students to make wise career choices. Community mental health centers, Division of Vocational Rehabilitation facilities, and county social services are all enlisted to support the students individual plans.

Duration: The average is about two years, "depending on how much time is needed."

Costs: Six full-time salaries, and additional supplies estimated at $2,000 to $3,000. Funds are split between local and district monies.

Evaluation: Evaluation is performed by school principal and center staff. Goals are set for the program, the teachers, and the students; and evaluation is based upon the attainment of these goals. HELP is going into its twelfth year of operation.

Columbia, Maryland:
CONTRACT ROOM (CR)

Staff: Four department heads and one administrative assistant share the responsibilities.

Set-up: Small conference room equipped with study carrels.

Program: Based on a reality therapy model, the students agree to the rules of the room and write up a contract with the aid of their teacher. Contracts state specifically the problems at hand and plans for changing behavior. This model places the responsibility directly on the students for their actions. Any infraction of agreed upon "rules of the room" results in immediate suspension. Students' advisers are consulted for any professional referrals.

Duration: Ninety percent (90%) of the students require only one day. A maximum of three days is maintained, usually for students not sufficiently benefiting from first days. CR may be repeated as needed.

Costs: No additional funds are needed. The program is part of school's "disciplinary budget" and $20,000 is estimated to start a program if an additional full-time position was needed and supplies were purchased separately.

Evaluation: In over three years of operation, the program boasts of the lowest rate of out-of-school suspensions in their county.

St. Petersburg, Florida:
TIME OUT ROOM (TOR)

Staff: One full-time moderator.

Set-up: One room in school.

Program: With a perspective that serious problems can be prevented with planned early intervention, this program draws on several disciplines for program components (transactional analysis, values clarification, effectiveness training, etc.). It is a humanistic, nonpunitive program interested in equipping students with skills for

"school survival." Although students spend their day in the TOR, lunches and breaks are not separate from other students.

Duration: Students are removed from those classes which are troublesome. One to three periods is average, and next day return is possible.

Costs: One full-time position.

Evaluation: In the eight years that this program has been demonstrated, 38 States have schools who have adopted the TOR. Thirty percent (30%) to ninety-eight percent (98%) drops in suspension rates are reported.

Seattle, Washington:
IN-HOUSE SUSPENSION (IHS)

Staff: Two paraprofessionals take shifts supervising students.

Set-Up: One ("stark") classroom with six desks.

Program: Primarily a detention program, it is described as a "high security operation" with strictly enforced rules. The program's aim is to head off future problems and reduce the need for out-of-school suspensions. During the time in IHS, students complete their regular classroom studies, and tutoring is made available. Two other programs are used in conjunction with IHS: (1) "peer group counseling"--trained high school students help younger students in a big brother/sister capacity to improve self image, coping skills, etc., and (2) "the conflict committee"--designed to prevent suspensions by allowing students to talk out and resolve problems before any blowups occur. (The committee is staffed with junior high school students who are the "unofficial leaders" in the school). Also, specific referrals (AlAnon, etc.) are made as needed.

Duration: Three days is an average IHS.

Costs: No additional costs to school.

Evaluation: The program has almost no repeats. Parents praise the program's effectiveness and appreciate not having suspended youngsters at home. (Seattle has a "high rate" of single-parent families making suspended youngsters especially troublesome).

Reno, Nevada:
IN-HOUSE SUSPENSION

Staff: One teacher's assistant.

Set-Up: One large area divided into two classrooms; four student desks and a teacher's desk.

Program: The student is considered to be on "regular suspension status." However, the school chooses not to send the student home preferring to make constructive use of this time. Classroom assignments are received from homeroom teachers in what is considered an important one-to-one contact. Also, counselors are encouraged to visit the room to discuss precipitating events, and how to handle problems, etc., with the student. A parent conference is required; and local community resources and persons are utilized as appropriate. (For example, a fire marshall might be called in to discuss the pulling of a fire alarm). The program is based on the idea of constructive use of detention time.

Duration: Two to five days, four hours per day.

Costs: No additional costs.

Evaluation: Evaluation forms are filled out by students, the teacher's assistant, and parents after the suspension, asking how effective the program was from each point of view. Repeats are seldom, and community support is high.

Additional Resources

1. "Issues To Consider When Developing and Implementing Alternative to Suspension Programs." This document is available through NSRN.

2. In-School Alternatives to Suspension: Conference Report, National Institute of Education, Washington, DC, 1979.

Course 2

Discipline

ACKNOWLEDGEMENTS

Materials in the Discipline Course were prepared by Ms. Margaret Foster and reviewed by Ms. Kamer Davis. Consulting assistance to the development of the course was provided by Dr. Donald Bersoff, Dr. Irwin Hyman, Mr. Hayes Mizell, and Dr.Johnny Purvis.

National School
Resource Network

Core Curriculum

TO ASSIST SCHOOLS IN PREVENTING
AND REDUCING VIOLENCE, VANDALISM
AND DISRUPTION

TRAINER'S GUIDE

DEVELOPED BY

CENTER FOR HUMAN SERVICES
WASHINGTON, D.C.

FOR THE

OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION
WASHINGTON, D.C.

1979

EA 013 348
pt. 2

Course Overview

Course 3 - School Climate

Purpose

The purpose of the course is to provide a conceptual overview of key elements of school climate with the goal of effecting positive, prosocial change. The focus is on ways of improving school climate without intervention at the administrative or community level. In the course, climate is defined and methods for assessing climate are presented (Module 3.1). Strategies to improve climate are also presented. These include stress reduction and management (Module 3.2), student involvement (Module 3.3) and introduction of relevant curriculum, such as law-related education (Module 3.4).

Instructional Objectives

1. To define "school climate."
2. To practice assessing school climate.
3. To enable participants to propose and discuss ways to improve the climate in their own schools.
4. To discuss stress as it applies to school personnel and to begin developing strategies to prevent or alleviate stress.
5. To cite findings based on theory and research which indicate that student involvement deters violence and vandalism and to describe at least two programs that involve students.
6. To describe the benefits of law-related education programs and to identify curriculum materials, programs and resources suitable for teaching law-related subjects.

Target Audiences

This course is appropriate for a broad mix of participants, including students, teachers, administrators, program developers, counselors, and liaisons between school and community agencies, institutions, businesses and governing bodies. All modules are appropriate for those unfamiliar with the subjects of school climate improvement as well as those with some knowledge in the field. Module 3.4 may also be of special interest to law enforcement, corrections, and security personnel.

Course Overview (continued)

Course 3 - School Climate

Activity/Content Summary by Module	Apprx. Time Required
Module 3.1 - Defining and Assessing School Climate Participants will provide a preliminary definition of school climate, and use checklists to observe, assess and prepare to improve the climate in their schools.	1½ hours
Module 3.2 - Stress Assessment and Management A minilecture using transparencies, worksheets, and work in small groups will address the subject of stress as an element of school climate. The module is designed to help us recognize that it is normal and reasonable to feel the effects of stress in the school environment and that there are ways of assessing and managing the stressors which negatively affect job performance.	1½ hours
Module 3.3 - Student Involvement in School Processes and Programs Participants will engage in a direct learning experience, listen to a minilecture using transparencies, view two slide shows and identify school programs that involve students in the greater community. The module provides a rationale for involving students in responsible and challenging direct action as a means of increasing self-esteem and competency and with a resulting decrease in violent antisocial behavior.	1½ hours
Module 3.4 - Law-Related Education Participants will listen to a minilecture using transparencies, engage in three activities, and review programs and resources to become more aware of and more involved in law-related education as a curriculum approach. By providing students knowledge of their rights and responsibilities under law and by teaching nonviolent approaches to conflict resolution, law-related education can be a significant factor in reducing violence and vandalism.	1 hour

Course 3 - School Climate

Module

Audiovisuals

THE REALITY OF SUCCESS
(Second film in a three-film package: REALITY THERAPY)

Dr. William Glasser presents his seven-step formula for teachers to deal with students who have scholastic or disciplinary problems.
Describer critique: "The Reality of Success" presents a clear, concise system for a teacher's practical needs in dealing with difficult students. Dr. Glasser's process is well designed and simple so that it can be flexible under varying circumstances.
Intended for preservice and inservice teachers and counselors concerned with reaching problem students. Grade levels of junior high and up.

Color Film
Purchase: $350
Rental Fee: $40
Distributor: Media Five Film Distributors
3211 Cahuenga Blvd. West
Hollywood, CA 90068
Telephone (213) 851-5166

Previewed by NSRN staff.

"...MORE THAN JUST A PLACE TO COME TO"

A documentary investigation of school violence and vandalism -- causes, effects, and programs for change in elementary, junior high, and high schools. The film records scenes surrounding a tragic murder on a school playground and two quarter-of-a-million dollar school arson fires. Students (elementary through high school), teachers, parents, administrators, judges, and police talk about the atmosphere of fear and hostility in schools and then demonstrate what can be done to bring peace and tranquility back into the classroom.

Color Film, 20 minutes
Rental Fee: $25.00
Distributor: Correctional Service of Minnesota
1427 Washington Avenue South
Minneapolis, MN 55454
Toll Free #: (800) 328-4737
Minnesota residents call
collect: (612) 339-7227

Not previewed by NSRN staff.

Course 3 - School Climate

Module 3.1 - Defining and Assessing School Climate

Module Synopsis

Purpose

The purposes of this module are to introduce a conceptual overview and definition of school climate in practical language, and to suggest ways that people can assess and improve the climate in their schools and thereby prevent vandalism and violence.

Objectives

Participants will be able to--

1. Describe a number of elements of "school climate"
2. Describe several aspects or determinants of school climate
3. Practice assessing school climate
4. Propose and discuss specific ways to begin improving the climate in their own schools.

Target Audiences/Breakouts

This core module is appropriate for all school personnel, including teachers, principals, administrators, counselors, and other educators, as well as students, parents, and representatives of community agencies and services, including law enforcement, corrections, and security agents.

Module Synopsis (continued)

Course 3 - School Climate

Module 3.1 - Defining and Assessing School Climate

Media/Equipment

Overhead projector
Screen
Videotape playback machine
Flip chart
Marker

Materials

Transparencies

3.1.1	The Meaning of School Climate
3.1.2	General Climate Factors
3.1.3	Program Determinants
3.1.4	Process Determinants
3.1.5	Material Determinants
3.1.6	Climate Assessment
3.1.7	TDR Climate Change Process
3.1.8	TDR Climate Change Process (Cont'd)

Audiovisuals

Videotape, "Bad Boys"

Participant Worksheets

3.1.1	"Bad Boys" Climate Assessment
3.1.2	Pre-Crisis Indicators
3.1.3	School Climate Checklist
3.1.4	Improving School Climate

Background Materials (Trainer/Participant)

3.1.1	"The Climate of the School"
3.1.2	Project Examples: Improving School Climate
3.1.3	Suggestions for Projects
3.1.4	Improving School Climate

The Meaning of School Climate

- School climate consists of the enduring characteristics and patterns that affect behavior
- Different ways of structuring the school can affect how people feel and act
- These factors play a role in preventing or controlling violence and vandalism
- Violence and vandalism flourish when there is no positive, prosocial, and productive school climate

General Climate Factors

- Respect
- Trust
- High morale
- Opportunities for input
- Continuous academic and social growth
- Cohesiveness
- School renewal
- Caring

Program Determinants

- Opportunities for active learning
- Individualized performance expectations
- Varied learning environments
- Flexible curricula and activities
- Appropriate support and structure
- Rules cooperatively determined
- Varied reward systems

Process Determinants

- Problem-solving ability
- Improvement of school goals
- Identifying and working with conflicts
- Effective communications
- Involvement in decisionmaking
- Autonomy with accountability
- Effective teaching-learning strategies
- Ability to plan for the future

Material Determinants

- Adequate resources
- Supportive and efficient logistical system
- Suitability of school plant

Climate Assessment

Assumptions:

- School climate can be changed
- The first step is to assess the current climate

Approaches:

- Observe critical incidents (e.g., voluntarism, student response to violence and vandalism)
- Use checklists and questionnaires

TDR Climate Change Process

- School selects team
- Orientation session
  - Framework of school change
  - Selection of questionnaire
  - Interview sample
- Assessment interviews
- TDR "runs" interview data

TDR Climate Change Process (continued)

- Analysis session
- Planning sessions (team only)

  Goals—objectives—procedures—roles—timelines—budget
- Open hearings
- Revision session
- Implementation strategy session

Course Agenda by Module

Course 3 - School Climate

Module 3.1 - Defining and Assessing School Climate

Total Time 2 hours

Module Summary

This module focuses on defining, assessing, and changing school climate. Activities include: viewing a 5-minute videotape of a high school in New York City and evaluating its environment; introduction of sample programs used in Colorado schools to improve the quality of the school's environment; a school climate checklist completed by participants. Lecture and discussion on factors of school climate as defined by Edward Brainard and Robert S. Fox in "The Climate of the School" are presented. The TDR model of training teams of students, parents, and teachers who work to change the environment in their school is highlighted.

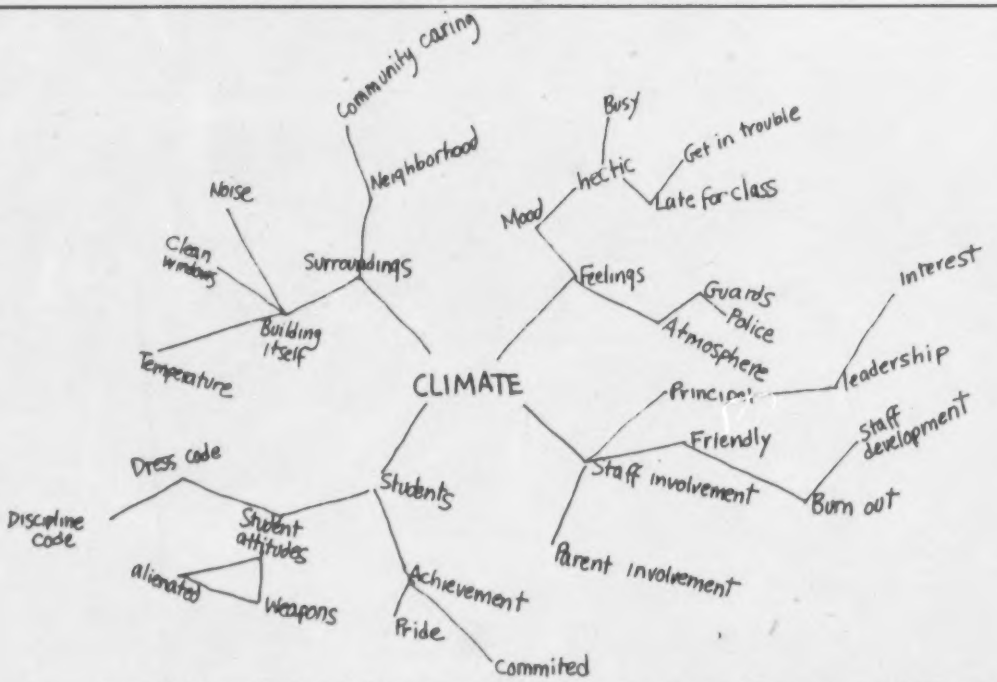
Activity/Content Summary	Time
1. Introduction and Discussion of School Climate	25 min.
A. Overview of School Climate Course Trainer highlights each module in Course 3, School Climate.	
B. Warm-Up Activity Participants "free associate" calling out words or phrases which define the term "climate," or define positive climate on a climate tree.	
C. Participants View "Bad Boys" and Note Aspects of School Climate (Optional Activity) Participants view a 5-minute videotape of a New York City high school and complete a worksheet evaluation of the school's climate.	
D. Large Group Discussion (Optional Activity) Participants discuss "Bad Boys" and their assessment of the school's climate.	
E. The Meaning of School Climate The overall climate of a school is defined as the enduring characteristics and patterns of behavior in the environment involving the programs, interpersonal relations and administrative "style" of the school.	
2. Characteristics and Determinants of a Positive School Climate	40 min.
A. Factors in a Positive School Climate	

Activity/Content Summary	Time
B. Determinants of School Climate Three determinants of school climate (program, process, and material) as identified by Brainard and Fox are presented. C. Changing Climate Through Changing Determinants: Some Project Examples Background Material 3.1.2, which includes 16 programs used to improve school climate in Colorado schools, is introduced.	
3. Assessing the Current Climate	30 min.
A. Why Assess Climate? Trainer points out that assessing climate is the first step in changing it.	
B. Example of an Informal Assessment Instrument: Pre-Crisis Indicators Participants are referred to Worksheet 3.1.2, a U.S. Department of Justice Community Relations list of pre-crisis indicators.	
C. Example of a Formal Assessment Instrument: School Climate Checklist Participants review Worksheet 3.1.3, a school climate checklist for their own schools.	
D. Comparing Notes Participants join in small groups to discuss their findings.	
E. Working with Students to Assess Climate Trainer discusses the benefits of student involvement in assessing climate.	
4. Improving School Climate	15 min.
A. Deciding What To Do Participants read Background 3.1.3, "Suggestions for Projects," and give additional examples of projects to change school climate.	
B. Deciding How To Do It: Building a Model for Change Participants are introduced to the TDR model of improving school climate. The process includes training teams of students, parents, and teachers who then work in the school environment to change it.	

Activity/Content Summary	Time
C. Discussion of School Climate Change Participants discuss how change processes and programs might be applied in their schools.	
5. Wrap-Up Trainer summarizes the module, focusing on the interconnection between people and their environments. "We shape our surroundings and then our surroundings shape us" (Winston Churchill).	10 min.

Materials/Equipment	Sequence/Activity Description
	1. Introduction and Discussion of School Climate (25 min.) A. Overview of School Climate Course Trainer should make the following points: o This module (3.1) is the first module in Course 3, School Climate. o In Course 3 we'll look first at what we mean by school climate--and at ways school systems have gone about improving climate. We'll finish up this module by looking at steps you may want to take to improve the climate in your school. o Then in Module 3.2, Stress, we'll look at the causes and results of stress and at some ways to manage stress and thereby improve the climate we work and learn in. o In Module 3.3, Student Involvement, we'll look at a number of ways schools have involved students in planning and decisionmaking--with some very positive results. o And in Module 3.4, Law-Related Education, we'll look at the area of curriculum change--particularly the introduction of law-related education courses. o Right now, though, let's try to get at just what we're talking about when we mention school climate. B. Warm-Up Activity
Flip chart Pen	Trainer should challenge participants to freely associate and call out words or phrases which describe the word "climate." The trainer may give some examples, both positive and negative. Trainer should write on a flip chart the words or expressions that are called out. Trainer may wish to use a "curriculum tree" approach in writing the words, as illustrated below.

Materials/ Equipment	Sequence/Activity Description



Videotape playback machine

C. Participants View "Bad Boys" and Note Aspects of School Climate

Trainer points out that to aid in getting a further consensus as to what climate is, the whole group will analyze a scene showing a school's climate. The procedures are as follows:

Worksheet 3.1.1

(1) Participants are asked to turn to Worksheet 3.1.1, "Bad Boys" Climate Assessment, and read instructions.

Videotape "Bad Boys"

(2) The trainer explains that the group will view a 5-minute segment of a videotape, "Bad Boys." The setting is a New York City high school. (The complete videotape, which runs for sixty minutes, focuses on faculty, students, administrators, and counselors. Scenes are of classes, the schoolyard, and a nearby storefront.)

(3) As they are viewing, participants should jot down aspects of climate that they can see on Worksheet 3.1.1.

Trainer should allow participants a minute or two following the viewing to complete their notes.

Materials/ Equipment	Sequence/Activity Description

D. Large Group Discussion

Trainer should ask participants to present to the group the aspects of school climate they have identified. They should include those which are inferred as well as those mentioned in the segment. Encourage participants to add additional school climate characteristics and patterns as they think of them.

E. The Meaning of School Climate

Overhead projector
Screen
Transparency 3.1.1

(NOTE: Some members of the group may wonder what school climate has to do with problems of violence and vandalism. To answer this question, trainer should show Transparency 3.1.1 and make the points below.)

The Meaning of School Climate

- School climate consists of the enduring characteristics and patterns that affect behavior
- Different ways of structuring the school can affect how people feel and act
- These factors play a role in preventing or controlling violence and vandalism
- Violence and vandalism flourish when there is no positive, prosocial, and productive school climate

- o School climate is a set of enduring patterns in the social and psychological make-up of the classroom and the larger school.
- o It is not determined by rapid, day-to-day shifts in mood. It is not the storm on Thursday--it is the weather in general.
- o Climate is the relatively stable but gradually shifting differences in how people feel about the school, how they see their roles in the school, and how they are inclined to behave in the school.

Materials/ Equipment	Sequence/Activity Description

- The N.I.E. Safe Schools Study reports that "safe" schools are those where the school climate is viewed positively.

- It is possible to make some progress in controlling vandalism and violence through the use of guards, surveillance techniques, or restrictive disciplinary procedures. However, the only way to prevent disruption in the schools is to provide a genuine atmosphere of order and caring; that is, a school climate that is strongly prosocial and that encourages commitment and personal responsibility.

- Just as police cars cruising through hostile neighborhoods are only a stop-gap measure in forestalling criminal behavior so is relying on police force to prevent violence and vandalism in schools limited in supporting long-term improvement.

2. Characteristics and Determinants of a Positive School Climate (40 min.)

A. Factors in a Positive School Climate

The procedures are as follows:

(1) Trainer should point out that the group so far has talked about climate in general--and seen a less than ideal climate on tape. What is a really good climate like?

(2) Trainer should ask the group members to imagine an ideal school--what would the climate be like?

- What sort of overall "feeling" would there be?
- How would you characterize the relations between people?
- What about the curriculum? The organizational structure?

(3) Trainer should note group responses on a flip chart and relate points made by the group to the discussion below.

(4) Trainer now points out that Edward Brainard and Robert S. Fox have identified at least 8 factors that comprise the school's climate and determine its quality.

Transparency 3.1.2

(5) Show Transparency 3.1.2 and summarize the points below.

Materials/ Equipment	Sequence/Activity Description

General Climate Factors

- Respect
- Trust
- High morale
- Opportunities for input
- Continuous academic and social growth
- Cohesiveness
- School renewal
- Caring

According to Brainard and Fox,* ideally, there should be evidence of:

- o Respect. Students should see themselves as persons of worth, believing that their ideas are listened to and make a difference. Teachers and administrators should feel the same way. School should be a place where there are self-respecting individuals. Respect is also due to others.

- o Trust. Trust is reflected in one's confidence that others can be counted on to behave in a way that is honest. They will do what they say they will do.

- o High Morale. People with high morale feel good about what is happening at school.

- o Opportunities for Input. Not all persons can be involved in making the important decisions. But, every person cherishes the opportunity to contribute his or her ideas, and know they have been considered.

*Source: Brainard, Edward, and Fox, Robert S., "The Climate of the School," Thrust for Education Leadership, Vol. 3 (March 1974).

Materials/ Equipment	Sequence/Activity Description

- Continuous Academic and Social Growth. Each student needs to develop additional academic, social and physical skills, knowledge, and attitudes. (Many educators have described the growth process as achieving "developmental tasks.") Educators, too, desire to improve their skills, knowledge, and attitudes.

- Cohesiveness. This quality is measured by the person's feeling toward the school. Members should feel a part of the school. They want to stay with it, and have a chance to exert their influence on it in collaboration with others.

- School Renewal. The school as an institution should develop improvement projects. It should be self-renewing in that it is growing, developing and changing rather than following routines, repeating previously accepted procedures and striving for conformity. Diversity and pluralism are valued. New conditions are faced with poise. The school should be able to organize improvement projects rapidly and efficiently, with an absence of stress and conflict.

- Caring. Every individual in the school should feel that some other person or persons are concerned about him as a human being. Each knows it will make a difference to someone else if he is happy or sad, healthy or ill.

*o _____

*o _____

* The factors listed above, and in fact any listings used to describe the school's climate, are not considered as all-inclusive. Participants may wish to delete or add items.

(6) Trainer asks group to add to the list as they see fit.

B. Determinants of School Climate

Background Material 3.1.1

(NOTE: For further information, trainer should refer to Background 3.1.1, "The Climate of the School.")

Trainer should make the following points.

- We've discussed some characteristics of a positive school climate. But what exactly determines whether a climate is positive or not--whether you have respect, or caring, or cohesiveness?

Materials/ Equipment	Sequence/Activity Description
	o A number of researchers have attempted to answer that question. Brainard and Fox see 18 determinants in 3 categories.
Transparency 3.1.3	Show Transparency 3.1.3 and make the points below.

Program Determinants

- Opportunities for active learning
- Individualized performance expectations
- Varied learning environments
- Flexible curricula and activities
- Appropriate support and structure
- Rules cooperatively determined
- Varied reward systems

o The first category is program determinants--relating to the curricular and extracurricular activities of the school.

o The stress, clearly, is on a flexible, individualized, student-involving approach.

Transparency 3.1.4

Show Transparency 3.1.4 and make the points below.

Materials/ Equipment	Sequence/Activity Description

Process Determinants

- Problem-solving ability
- Improvement of school goals
- Identifying and working with conflicts
- Effective communications
- Involvement in decisionmaking
- Autonomy with accountability
- Effective teaching-learning strategies
- Ability to plan for the future

- o Process determinants involve the interpersonal skills of the school and its members.
- o Here the ability to work together, and communicate, and to solve problems is of key importance.

Transparency 3.1.5

Show Transparency 3.1.5 and make the points below.

Material Determinants

- Adequate resources
- Supportive and efficient logistical system
- Suitability of school plant

Materials/ Equipment	Sequence/Activity Description

- Material determinants are the physical, financial, and logistical resources of the school that permit it to pursue its goals in ways that satisfy all concerned.

- A poorly maintained school always runs the risk of being disrespected by its students and staff. One with its systems in place--even if it is not a "rich" school--is usually viewed more positively.

C. Changing Climate Through Changing Determinants: Some Project Examples

Background 3.1.2

Trainer should refer participants to Background 3.1.2, Project Examples: Improving School Climate, and make the following points.

- Colorado now has a statewide program to improve school climate. The projects have been designed to improve one or more of the determinants we've just mentioned.

- Background 3.1.2 lists just a few of these projects. The Colorado State Department of Education School Climate Source Book lists 85 such projects.

Trainer should review these projects quickly with participants to suggest the range involved. Trainer should ask the group to describe any similar projects they may know of.

3. Assessing the Current Climate (30 min.)

(NOTE: The rest of this module is concerned with specific ways people can go about assessing and changing the climate in their schools. Time may dictate the depth at which all material can be covered. However, at no point should the idea of what the participants can do in their local setting be sacrificed.)

A. Why Assess Climate?

Transparency 3.1.6

Show Transparency 3.1.6 and make the points below.

Materials/ Equipment	Sequence/Activity Description

Climate Assessment

Assumptions:

- School climate can be changed
- The first step is to assess the current climate

Approaches:

- Observe critical incidents (e.g., voluntarism, student response to violence and vandalism)
- Use checklists and questionnaires

- o School climate can be changed. Someone once said, "I used to ask why doesn't somebody do something about all this--and then I realized I am somebody." We--as individuals and as groups working together--can affect change in our classrooms, our offices, and in the school as a whole.

- o But, it's important to remember that in many ways climate is a felt reality. The climate is thus at least in part what people perceive it to be. Everyone involved has a perception--and thus an important first step in climate change is to assess what that perception is.

- o This can be done in a number of ways--both informally, through observing how people feel and behave at critical junctures--and formally, through use of one of a number of formal assessment instruments or questionnaires.

B. Example of an informal Assessment Instrument: Pre-Crisis Indicators

Trainer should make the following points:

- o Indicators are events or signs that tell us something about the way things are going in a school.

Materials/ Equipment	Sequence/Activity Description

- For example, what happens when there is a:
  - Problem affecting the whole school (such as a water pressure or leak problem)
  - Threat to normal scheduling (such as a bomb scare)
  - Teacher-student or student-student confrontation (such as a fight having racial overtones), or
  - A security threat (such as the presence of intruders).
- What happens when the school is presented with such challenges? Do students and staff "rally around the flag" and pull together? Or do they relish the trouble and make the worst of it?

Worksheet 3.1.2

Trainer should now refer participants to Worksheet 3.1.2, Pre-Crisis Indicators, and make the following points.

- The U.S. Department of Justice Community Relations Service has developed a list of pre-crisis indicators that can indicate a sudden change in climate.
- We won't take the time to work through these here--but perhaps if you review them later you may find them useful. Or, they may suggest still other indicators of climate--and form the basis for an informal assessment in your school.

C. Example of a Formal Assessment Instrument: School Climate Checklist

Worksheet 3.1.3

Trainer should refer participants to Worksheet 3.1.3, School Climate Checklist, and make the following points:

- Formal indicators are used in educational research and can help clarify the situation in school, particularly if administrators, staff, students, and other personnel consider them.
- There are a number of types of instruments. A NSRN Technical Assistance Bulletin will be available to help you in selecting one.
- For this presentation we have combined elements of three of them to give you an idea of what they measure.

Trainer should ask the participants to work individually and complete Worksheet 3.1.3 in their guide.

Materials/ Equipment	Sequence/Activity Description

D. Comparing Notes

Ask participants to join with their neighbors in small groups to discuss and complete their observations about their school climate as assessed on Worksheet 3.1.3. Participants should be encouraged to consider these points:

- Who checked "almost never" for any items? Which ones?
- Who checked "almost always" for any items? Which ones?

E. Working with Students to Assess Climate

Trainer should make the following points:

- Climate assessment needn't be a matter for professionals. Students have been involved very successfully in projects to assess climate.
- For example, the Partnership in Research project in Portsmouth, New Hampshire, involved students in a series of task force-like groups to improve the school. One early activity was the interview-questioning of students, staff, and parents concerning attitudes toward the school.
- In Walnut Creek, California, students designed and conducted a full-scale climate assessment, and then proposed and implemented school change. (See Module 3.3, Student Involvement, for more details on this project.)

Trainer should solicit group opinion concerning student involvement in climate assessment.

4. Improving School Climate (15 min.)

A. Deciding What To Do

Trainer should introduce this topic by pointing out the limitations on change by any individual.

- We need to sort out the things the individual can do from those things that require administrative or community action. This is important because we don't want to raise unrealistic expectations about how much the individual can do.
- Three important factors in school climate are clearly beyond the scope of the individual: (a) overall school size, (b) school structure, and (c) composition of the student body.
- On the other hand, individuals can take a number of steps on their own, or with a small support group.

Materials/ Equipment	Sequence/Activity Description
Background 3.1.3	Trainer should now refer participants to Background 3.1.3, Suggestions for Projects, and make the following points. o A climate assessment is, of course, the best starting point for deciding what to do to improve climate. But it's also helpful to have some possible ideas in mind. o Background 3.1.3 offers 10 suggestions. Would you take a minute and scan through them now? Trainer should now ask participants to generate further suggestions. B. <u>Deciding How To Do It: Building a Model for Change</u> Trainer should make the following points. o Implementing any change successfully is a complex process that requires a lot of work. We'll be looking at some steps in the change process in our planning sessions this week. o There is, of course, no one way to bring about change. However, for purposes of illustration, let's look at the way one firm that specializes in climate change goes about it and analyze the process. o TDR Associates, in Newton, Massachusetts, has been working in the area of school climate improvement for several years. Under contract to the State of Massachusetts, they have helped set up climate improvement projects in over 50 schools. o They have developed a 9-step process that student-staff-parent teams can use for improving climate.
Transparency 3.1.7	Show Transparency 3.1.7 and make the points below.

Materials/ Equipment	Sequence/Activity Description

TDR Climate Change Process

- School selects team
- Orientation session
  - Framework of school change
  - Selection of questionnaire
  - Interview sample
- Assessment interviews
- TDR "runs" interview data

Background 3.1.4

- The change process begins when a school expresses its willingness to commit human resources to changing climate. Without the administration's full support, meaningful change will be very hard to accomplish.

- The second step is a TDR-conducted orientation session for the staff-student-parent team. In this session some possibilities for change are outlined, roles are clarified, questionnaire items (designed to measure climate factors analogous to the determinants we looked at earlier) are selected, and a sample of interviewees is developed.

- The team then conducts interviews and send the data to TDR for compilation and analysis.

Transparency 3.1.8

Show Transparency 3.1.8 and make the points below.

Materials/ Equipment	Sequence/Activity Description

TDR Climate Change Process (continued)

- Analysis session
- Planning sessions (team only)
  Goals – objectives – procedures – roles – timelines – budget
- Open hearings
- Revision session
- Implementation strategy session

o In Step 5, TDR and the school team spend a half day analyzing the data and noting areas for change.

o The team then continues to meet over a period of several months to develop a climate improvement plan.

o Once the plan is put together, the team holds open hearings for input and revision suggestions from the school and community. This way the plan becomes, in a sense, <u>everyone's</u>--not just the team's.

o In a revision session, the plan is revised and the team develops a strategy for "selling" and implementing their recommendations. Generally, a clear problem with a not-too-difficult improvement recommendation is selected for first implementation. Success in this first effort is seen as a breeder of further success.

o A further meeting is held with TDR if necessary to further strategize concerning implementation--to figure out what will "sell" the school board, for example.

Materials/ Equipment	Sequence/Activity Description

C. Discussion of School Climate Change

Trainer should ask participants to consider ways such a change process might be applied in improving their school climate.

3. Wrap-Up (10 min.)

Trainer should make the following concluding points.

- Changing school climate is a mixture of science and art. It involves a combination of changing the structure of the school situation and changing the feelings that students and staff have about the school.
- Winston Churchill once said, "We shape our surroundings and then our surroundings shape us."
- Researcher Rudolph Moos, one of the leading investigators of climate, describes the phenomenon as "progressive conformity," or the ways in which people assume the characteristics of their environments.
- The development of this module has been based on the assumption that the behavior of an individual is not a given behavior, but to some extent the product of the situation in which that individual is placed.
- There are determinants of climate which essentially include every person, process, and thing inside and outside the school. These can be identified (not necessarily all of them) and assessed.
- The same persons who are shaped by climate can in turn reshape that climate.

Course 3 - School Climate

Module 3.1 - Defining and Assessing School Climate

Worksheet I-D 3.1.1

Participant Worksheet

"Bad Boys" Climate Assessment

You will view a segment from the videodocumentary "Bad Boys," a study of a New York City school. While viewing the tape, jot down any positive or negative aspects of school climate you identify. (These may be mentioned or simply implied.) The four categories of factors/determinants of climate listed below will be discussed in the next activity. Note aspects under one or another category wherever possible.

1. General Climate Factors - The Overall Feeling

2. Program Determinants - Curricular and Extra-curricular Activities

3. Process Determinants - Communication and Problem Solving Skills

4. Material Determinants - Physical Resources of the School

Course 3 - School Climate

Module 3.1 - Defining and Assessing School Climate

Worksheet I-D 3.1.2

Participant Worksheet

Pre-crisis Indicators

The following list focuses on indicators that may suggest a crisis in school climate. Check those items that are true of your school.

		Yes	No
1.	sudden clique formations	___	___
2.	increased isolated fights	___	___
3.	appearance of "underground" publications and flyers with an anti-school bias	___	___
4.	complaints of inequality of treatment as it relates to discipline, grading, tracking, athletics, and other extra-curricular activities	___	___
5.	disproportionate number of disciplinary actions	___	___
6.	appearance of "demands"	___	___
7.	a violent incident or disorder in the community-at-large	___	___
8.	appearance of hate literature	___	___
9.	discovery of weapons in the school	___	___
10.	increased incidents on buses and bus routes	___	___
11.	over utilization of minority staff to deal exclusively with minority children who are in trouble	___	___
12.	increased conflicts relating to hair styles, clothing, food service, etc.	___	___
13.	conflicts over type of music to be played at school dances and the location of these functions	___	___
14.	all white or all minority teams	___	___
15.	lack of staff contact with students	___	___
16.	increased truancy, absenteeism	___	___
17.	complaints from custodial, cafeteria and transportation personnel	___	___
18.	parents coming to school to withdraw their children in fear of what might happen	___	___
19.	students leaving school to go to another school	___	___
20.	parents keeping their children out of schools because of fears of what might happen	___	___
21.	negative attitudes of principal-spreading to staff	___	___
22.	discontinued programs and services	___	___
23.	increased minority suspensions, drop-outs, and in-school push-outs	___	___
24.	inadequate selections of textbooks, library books, AV materials, and other teaching materials	___	___
25.	lack of written discipline codes or school policies available to all staff, students and parents	___	___
26.	lack of committees interested in school problems in school and community	___	___

		Yes	No
27.	lack of student, parents, and staff grievances procedures	___	___
28.	inadequate procedures for transporting parents and students for conferences and school activities	___	___
29.	increased number of students being referred for disciplinary action	___	___
30.	staff-student charges of irrelevant curriculum	___	___
31.	complaints of lack of freedom of expression	___	___

Developed by Bertha Hudson, U.S. Department of Justice, Community Relations Service, 1977-78, as a resource for handling desegregation issues and adapted by NSRN.

Course 3 - School Climate

Module 3.1 - Defining and Assessing School Climate

Worksheet I-D 3.1.3

Participant Worksheet

School Climate Checklist

There are several school climate checklists. The following questions are based on five of them: CFK - Ltd.'s "School Climate Profile"; Rensis Likert Associates: "The Profile of a School"; Dade County Public Schools' "School Morale Attitude Survey"; Racine, Wisconsin, Unified School District's "School Environment, Staff and School/Community"; and Dr. James Garbarino's checklist. This checklist is only a sampling of these questionnaires, all of which are quite long.

Instructions: Answer each question as you see your school. Check the space that indicates your perception of the situation: Almost Never--Rarely--Occasionally--Frequently--Almost Always.

	Almost Never	Rarely	Occa-sionally	Frequently	Almost Always
I. General Factors					
A. I'm proud to be a part of my school. (3)					
B. Students feel that teachers are "on their side." (1)					
C. Even slow students feel enthusiastic about learning. (5)					
D. Administrators listen to faculty and student ideas. (2)					
E. My school shows good school spirit. (5)					
F. I can count on other teachers to help me when I need it. (1)					
G. I can count on students to help me when I need it. (5)					
II. Program Determinants					
A. Students feel free to talk to teachers about school matters. (2)					
B. Students can choose among curricular and extra-curricular activities. (1)					

	Almost Never	Rarely	Occa-sionally	Frequently	Almost Always
C. Racial and ethnic minorities are treated with respect and their cultural needs taken into consideration. (4)					
D. Students get away with antisocial behavior. (3)					
E. Students are praised for good citizenship. (5)					
III. Process Determinants					
A. Problems are recognized and dealt with rather than being swept under the carpet. (1)					
B. My school is open to community suggestions and involvement. (1)					
C. When we have conflicts in my school the result is constructive not destructive. (1)					
D. Students stick together against teachers. (5)					
E. Each clique or group of students ignores the others. (4)					
F. New ideas about the program are welcomed by the administration and other teachers. (1)					
IV. Material Determinants					
A. Books and other materials are in ample supply and are in good condition. (1)					
B. Teachers are paid well compared with other communities. (1)					
C. My school is kept clean. (1)					

	Almost Never	Rarely	Occa-sionally	Frequently	Almost Always
D. There are adequate facilities for teachers and students to use during recess or free time. (5)					
E. There are too many people for everyone to get to know each other and have a chance to participate in school activities. (5)					

Numbers next to items indicate source from which they were adapted.

1. CFK, Ltd., in School Climate Improvement: A Challenge to the Administrator, by Robert S. Fox et at. Bloomington, Indiana: Phi Delta Kappa (paperback), 1974. 141 pp., $3.00.

2. Rensis Likert Associates, from The Profile of a School: A Resource for Improving School Administration. Ann Arbor, Michigan, 1977.

3. Dade County Public Schools, School Morale Attitude Survey, Dade County, Florida, 1978.

4. Racine Unified School District, School Environment, Staff and School/ Community, Racine, Wisconsin, 1977.

5. Dr. James Garbarino, Boys' Town, Nebraska.

Course 3 - School Climate

Module 3.1 - Defining and Assessing School Climate

Worksheet I-D 3.1.4

Participant Worksheet

Improving School Climate

Things I could do to improve the climate in my school:

1. Provide activities to promote cooperation and group responsibility.
   Examples:

2. Notice and reward pro-social behavior.
   Examples:

3. Integrate rather than isolate academically and socially marginal students.
   Examples:

4. Other.

Course 3 - School Climate

Module 3.1 - Defining and Assessing School Climate

Background I-D 3.1.1

Background Materials

CHAPTER I

The Climate of the School

Introduction

A positive school climate is both a means and an end. A good climate makes it possible to work productively toward important goals, such as academic learning, social development, and curriculum improvement.

It also makes school a good place to be, a satisfying and meaningful situation in which both adults and youth care to spend a substantial portion of their time.

What factors comprise a humane climate? How can people in a school insure that it has a wholesome learning climate? What guidelines can be developed to serve as a measure of the humaneness of a school's climate? These are the essential questions addressed in this book.

Usual writings on the characteristics of a good school's program describe the nature of the curriculum and the instructional program. That is, they describe 1) desirable classroom teaching-learning strategies and conditions, and 2) sets of courses and experiences to be offered students within each area of the curricular and extracurricular programs. This book goes beyond these concerns. It describes in concrete terms facets of the school's climate as they relate to school climate goals; how to assess climate; program, process, and material contributions necessary in a healthy climate; desirable relationships among

Phi Delta Kappa, School Climate Improvement: A Challenge to the School Administrator

educators, students, and others comprising the school community; and the leadership responsibilities of school administrators serving as climate leaders.

Importance of School Climate

During the past decade, great strides have been made in strengthening the American school system. Many new and architecturally inviting school buildings have been built in an effort to keep pace with the rapid increase in the population. New developments and major advances have occurred in program organization—scheduling alternatives, individualized instructional systems, varied approaches to staff utilization, multiple grouping arrangements, and a veritable explosion of multimedia instructional materials. Exciting new curriculum materials have emerged in mathematics, science, English, and the social sciences. Program management techniques such as the Planning-Programming-Budgeting System (PPBS), and behavioral objectives, accountability, and National Assessment programs have become available to help sharpen the focus of educational programs and support the evaluation of their effects.

Despite these strides, we have not totally succeeded in creating the kind of schools we would like to have; we are not achieving the potential we envision. Perennial problems and concerns about schools remain.

In the following list of problems, are any characteristic of your school? Check those which concern you or your faculty, students, or parents. Space is provided at the end of the list to add other problems encountered at your school.

___ High student absenteeism
___ High frequency of student discipline problems
___ Weak student government
___ Student cliques
___ High faculty absenteeism
___ Negative discussion in faculty lounges
___ Crowded conditions
___ "Lost" feeling of students because the school is too large

___ Vandalism
___ Student unrest
___ Poor school spirit
___ Poor community image of the school
___ Faculty cliques
___ Property theft from lockers
___ High student dropout rate
___ Underachieving students
___ Low staff morale
___ Passive students
___ Faculty apathy
___ Supplies and equipment unavailable when needed
___ Students carrying guns, knives, and other weapons
___ Poor image of the school by staff
___ Dislike of students by faculty members
___ Feeling among students that school has little purpose
___ High incidence of suspensions and expulsions
___
___
___

Most of these problems demand direct attention, and a alert administrator recognizes the need to correct the dysfunc tional programs and processes that seem causal to the nega tive conditions, attitudes and behavior listed above.

Actually, such problems are symptoms of deeper climat concerns. They are the tips of icebergs, indicators of the inade quacy of a school's programs for dealing with the human need of students, faculty, and, perhaps, administrators; they are, i fact, often effects rather than causes. Parenthetically, it coul be said that if schools continue to perpetuate an anti-human climate in which apathy, failure, punishment, and inadequat success in achieving the curriculum are characteristic, they ma guarantee their own demise, and ultimately that of the America social system.

Goals of the Humane School Climate

It is easy to talk about a humane school, and to describe such an environment in glowing terms. But in reality, what is a truly humane school? What does a good climate look like? What are the characteristics of such a school's learning activities? What instructional conditions must exist? How can a school organization maintain efficiency and accountability in its learning program and still be centrally concerned with people? Can a school have trust and effective communication between administrators and teachers, between teachers and students and parents, and still retain respect for individuality and diverse value positions?

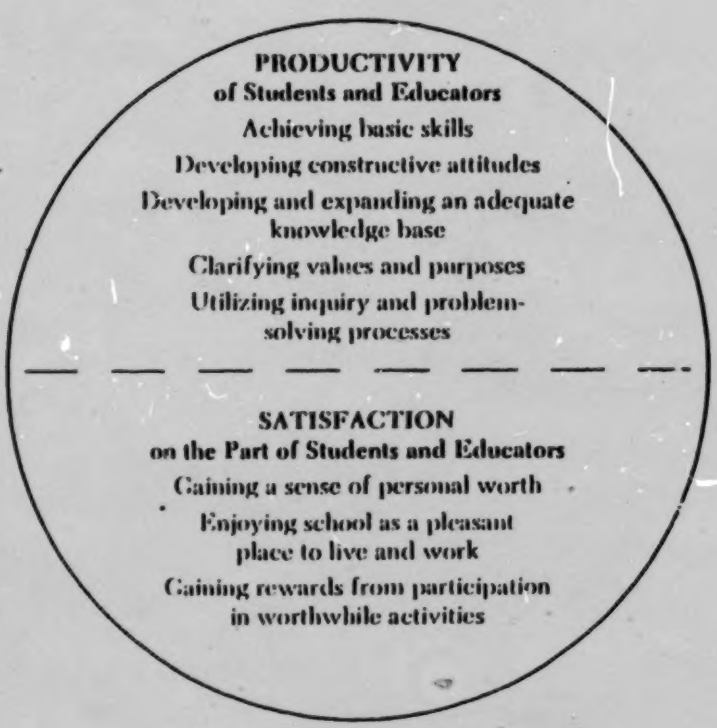

PRODUCTIVITY
of Students and Educators
Achieving basic skills
Developing constructive attitudes
Developing and expanding an adequate knowledge base
Clarifying values and purposes
Utilizing inquiry and problem-solving processes
SATISFACTION
on the Part of Students and Educators
Gaining a sense of personal worth
Enjoying school as a pleasant place to live and work
Gaining rewards from participation in worthwhile activities

Figure 1-1
SCHOOL CLIMATE GOALS

The authors believe it can. Contained in the answer are the two following goals of the humane school climate:

To provide throughout the school a wholesome, stimulating, and *productive* learning environment conducive to academic achievement and personal growth of youth at different levels of development

To provide a pleasant and *satisfying* school situation within which young people can live and work.

These primary goals focus on the young people for whom schools exist. A corollary is provision of a stimulating and productive environment for the adults of the school community —the faculty, principal, other staff members, and parents.

To summarize, these goals or outgrowths of a school climate can best be characterized as *productivity* and *satisfaction*. One without the other is insufficient. Figure 1-1 illustrates the goals.

Emergence of School Climate Awareness

More than fifty years ago, in 1918, the Commission on the Reorganization of Secondary Education articulated the Cardinal Principles of Secondary Education as health, command of fundamental processes, vocational efficiency, good citizenship, worthy home membership, worthy use of leisure time, and ethical character.[2] More recently, in 1938, the Educational Policies Commission of the National Education Association outlined the purposes of education in the American democracy for the everyday life pattern of an educated citizen. These were described as the objectives of self-realization, human relationship, economic efficiency, and civic responsibility.[3]

Using public opinion research processes, in 1973, the National Commission on the Reform of Secondary Education, chaired by B. Frank Brown, developed thirteen learner-centered goals for secondary education. They are:

. Content goals

Achievement of communication skills

Achievement of computational skills

Attainment of proficiency in critical and objective thinking

Acquisition of occupational competence

Clear perception of nature and environment

Development of economic understanding

Acceptance of responsibility for citizenship

Process goals

Knowledge of self

Appreciation of others

Ability to adjust to change

Respect for law and authority

Clarification of values

Appreciation of the achievements of man.[4]

In our current era of accountability, in school districts throughout the nation citizens and educators are working together to develop the basic goals of their schools. For example, this set developed in 1973 by the Jefferson County, Colo., school district is undoubtedly typical:

Each student will:

Master the basic skills for continued learning

Develop a sense of responsibility. Act with understanding and respect toward others as individuals

Develop his unique talents and his sense of worth, well-being, and happiness to the fullest

Become actively prepared to cope with change

Develop the skills and attitudes necessary to earn a living and function as a contributing member of society.

The annual Gallup Polls on education also provide current data on the public's perceptions of the job of schools. Here is a question from the 1972 poll of a national sample of adults:[5]

People have different reasons why they want their children to get an education. What are the chief reasons that come to your mind?

Here are the responses and the percentages of respondents mentioning each in some form:

1. To get better jobs ..... 44 percent

2. To get along better with people at all levels of society ..... 43 percent
3. To make more money—achieve financial success ..... 38 percent
4. To attain self-satisfaction ..... 21 percent
5. To stimulate their minds ..... 15 percent
6. Miscellaneous reasons ..... 11 percent

This information has been reported to illustrate that the climate goals at the outset of this section are supportive of the aims of American education. They represent routes for achieving the larger purposes of schooling. One climate goal pertains to productivity as it concerns academic, social, and physical development of skills, knowledge, and attitudes. Because of the importance of productivity in the developmental life of youngsters, and the fact that youth spend a large portion of their life in school, the second climate goal is equally important. This goal pertains to satisfaction—the need for a fulfilling and quality school life.

General Climate Factors

If you were to walk into a school building and try to gain a sense of its prevailing climate, what would you look for? Along what lines would you assess its positiveness or negativeness?

We suggest you look for at least eight factors, which comprise the school's climate and determine its quality. They result from an interaction of the school's programs, processes, and physical conditions.

Ideally, there should be evidence of:

1. *Respect.* Students should see themselves as persons of worth, believing that they have ideas, and that those ideas are listened to and make a difference. Teachers and administrators should feel the same way. School should be a place where there are self-respecting individuals. Respect is also due to others. In a positive climate there are no put-downs.
2. *Trust.* Trust is reflected in one's confidence that others can be counted on to behave in a way that is honest. They will do what they say they will do. There is also an element of believing others will not let you down.

3. *High Morale.* People with high morale feel good about what is happening.

4. *Opportunities for Input.* Not all persons can be involved in making the important decisions. Not always can each person be as influential as he might like to be on the many aspects of the school's programs and processes that affect him. But every person cherishes the opportunity to contribute his or her ideas, and know they have been considered. A feeling of a lack of voice is counterproductive to self-esteem and deprives the school of that person's resources.

5. *Continuous Academic and Social Growth.* Each student needs to develop additional academic, social, and physical skills, knowledge, and attitudes. (Many educators have described the growth process as achieving "developmental tasks." Educators, too, desire to improve their skills, knowledge, and attitudes in regard to their particular assignments within the school district and as cooperative members of a team.)

6. *Cohesiveness.* This quality is measured by the person's feeling toward the school. Members should feel a part of the school. They want to stay with it and have a chance to exert their influence on it in collaboration with others.

7. *School Renewal.* The school as an institution should develop improvement projects. It should be self-renewing in that it is growing, developing, and changing rather than following routines, repeating previously accepted procedures, and striving for conformity. If there is renewal, difference is seen as interesting, to be cherished. Diversity and pluralism are valued. New conditions are faced with poise. Adjustments are worked out as needed. The "new" is not seen as threatening, but as something to be examined, weighed, and its value or relevance determined. The school should be able to organize improvement projects rapidly and efficiently, with an absence of stress and conflict.

8. *Caring.* Every individual in the school should feel that some other person or persons are concerned about him as a human being. Each knows it will make a difference to

someone else if he is happy or sad, healthy or ill. (Teachers should feel that the principal cares about them even when they make mistakes or disagree. And the principal should know that the teachers—at least most of them—understand the pressures under which he or she is working and will help if they can.)

*9.

*10.

Figure 1-2 lists the factors that comprise the school's climate and determine its quality. At the center are the goals for the school's climate as presented in Figure 1-1.

Basic Human Needs within the School

If it is to be successful—productive and satisfying—any institution must provide opportunities for students, faculty, staff, and administrators to fulfill their basic human needs. An effective, wholesome climate cannot exist without meeting such needs. In a sense, the basic needs are an additional means of viewing many of the climate factors just described.

No school organization can possess a wholesome climate without providing for the essential needs of its students and educators:

Physiological needs for involvement in learning. These involve the school's physical plant including heat, light, safety from hazards such as fire, and relatively uncrowded conditions.

Safety needs pertain to security from physical and psychological abuse or assault from others in or around the school.

Acceptance and friendship needs from other students, teachers, staff, and administrators.

Achievement and recognition needs in regard to one's endeavors.

Needs to maximize one's potential or to achieve at the highest possible level.

*The authors do not believe the factors listed above, or the other listings used to describe the school's climate, are all-inclusive. Readers may wish to delete or add items, and space is provided for them to do so.

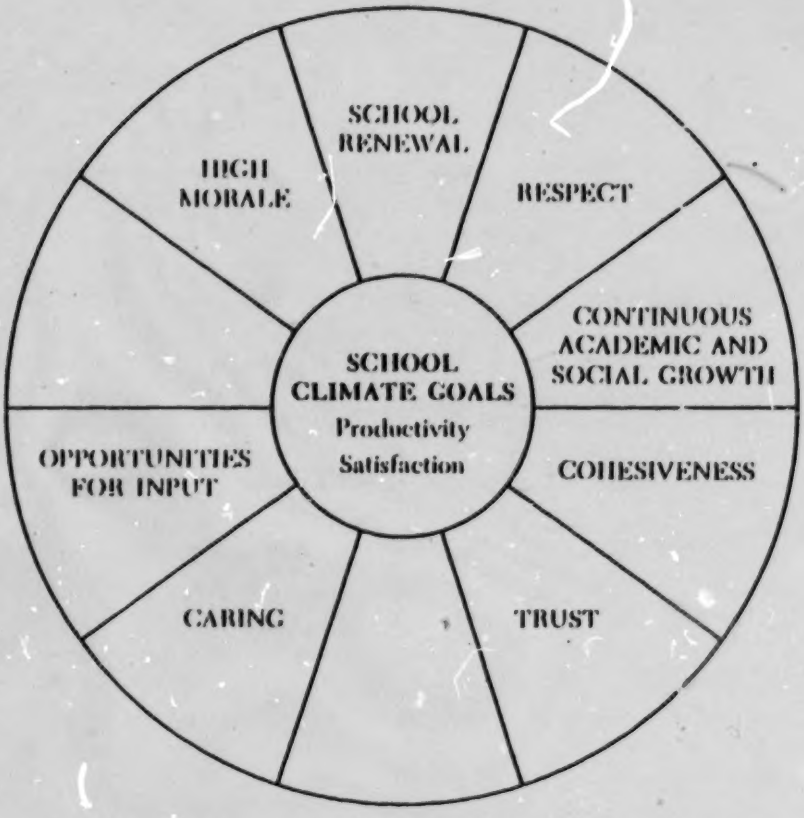


Figure 1-2
CLIMATE FACTORS

These needs, which are charted in Figure 1-3, concern the desire of each person for acceptance, identity, and security.

Through their interaction, the programs, processes, and physical conditions of the school must provide for each of the basic needs if a wholesome climate is to develop. Should a school deal only with safety needs, for example, it is not likely that trust, respect, high morale, and the like would develop. Safety might be provided by seeing to it that students sit quietly at their desks all day long. But such an approach to safety would do nothing to build trust, encourage innovativeness,

or contribute to high morale. Further, a school that has outstanding opportunities for learning, a beautiful physical plant and involvement processes for making decisions, but has students being physically attacked in the restrooms or teachers fearing for their safety is not likely to develop a wholesome climate.

BASIC HUMAN NEEDS OF STUDENTS AND EDUCATORS				
Physiological Needs	Safety Needs	Acceptance and Friendship Needs	Achievement and Recognition Needs	Needs to Maximize One's Potential

Figure 1-3

Focus of School Climate Improvement Projects

It is not likely that a school can directly embark upon precise projects to improve trust, respect, cohesiveness, caring, opportunities for input, high morale, school renewal, and continuous growth. These are not factors that the school is likely to have been working on directly, even if it could. They are universal, and their quality is actually a result of the practices and programs of the more specific school operations within the areas of program, process, and material determinants described in the following section.

School Climate Determinants

Described below are eighteen features of a school's operations that largely determine the quality of the factors and goals (see Figures 1-1 and 1-2) that comprise climate. It is by improving these eighteen school climate determinants that school improvement projects can most easily be developed and evaluated.

SCHOOL CLIMATE DETERMINANTS		
Program Determinants	**Process Determinants**	**Material Determinants**
Opportunities for Active Learning	Problem Solving Ability	Adequate Resources
Individualized Performance Expectations	Improvement of School Goals	Supportive and Efficient Logistical System
Varied Learning Environments	Identifying and Working with Conflicts	Suitability of School Plant
Flexible Curriculum and Extracurricular Activities	Effective Communications	
Support and Structure Appropriate to Learner's Maturity	Involvement in Decision Making	
Rules Cooperatively Determined	Autonomy with Accountability	
Varied Reward Systems	Effective Teaching-Learning Strategies	
	Ability to Plan For the Future	

Figure 1-4

The determinants are divided into three major categories: program, process, and material determinants. Figure 1-4, which appears on page 12, indicates the determinants.

Note that the listings of Figure 1-4 and the descriptions of the determinants provide space for addition of items that might be pertinent to a particular school.

In Chapter VI, each determinant is described at greater length, and examples are given to show what might be expected for each program, process, or material determinant. (These illustrations have been contributed by many practicing school principals and staff members involved in CFK Ltd.-sponsored Principal as the School's Climate Leader projects.)

Program Determinants of a positive school climate include:

1. *Opportunities for active learning* in which students are totally involved in the process, both physically and mentally, and are able to demonstrate an ability to use their knowledge and skills.
2. *Individualized performance expectations* that are reasonable, flexible, and take into account individual differences. Individuals are frequently encouraged to set their own performance goals. Care is taken to allow for differences while at the same time providing maximum challenges for fully motivating the individual.
3. *Varied learning environments*, which avoid a single, standard mode of instruction, class size, or atmosphere. Schools within schools and alternative programming are considered potential processes for developing optional environments.
4. *Flexible curriculum and extracurricular activities* that provide a wide variety of pace and content options for learners. It is not assumed that all learners in a group have the same content needs or that most will learn at the same rate. Extracurricular activities should serve all students and be subject to constant redevelopment as students' needs change. To the greatest extent possible, such activities should be offered on an open-enrollment basis.
5. *Support and structure appropriate to learner's maturity* in which the school designs its programs, activities, and requirements so they are consistent with the everchanging intellectual, social, and physical developmental character-

istics of youth as they grow. Educators practice the principles of child and adolescent growth and development.

6. *Rules cooperatively determined* involving educators and students in the development of rules and regulations that are clearly stated and viewed as reasonable and desirable by those affected.
7. *Varied reward systems*, which minimize punishment and emphasize positive reinforcement of effective behavior. The school should recognize the need for and provide a variety of ways in which students and educators can be productive and successful.
8.
9.

Process determinants of a positive school climate include:

1. *Problem solving ability* in which skills are adequately developed to reach effective solutions quickly. Problems should stay solved, and the solving mechanism should be maintained and strengthened. There should be well-developed structures and procedures for sensing the existence of problems, for inventing solutions, for implementing them, and for evaluating their effectiveness.
2. *Improvement of school goals* in which they are clearly stated and understood by students, parents, and educators. Goals should serve as reference points for making decisions, organizing school improvement projects, and guiding day-to-day operations. The school should record all goals and continuously update them. Students, staff members, and administrators are encouraged to develop personal goals directed toward their own growth within the context of the school program.
3. *Identifying and working with conflicts* in a way that recognizes that conflict is natural and that it occurs within individuals, between them, and between groups. Conflict is not a problem unless it mounts up, is not faced, and is allowed to fester. In a favorable climate, conflict is accurately identified and effectively worked on.
4. *Effective communications*, which enhance interpersonal

relationships among and between educators and students and parents rather than causing alienation, isolation, misunderstanding, fear, and frustration. Communication involves sending, receiving, and understanding feelings and ideas openly and honestly. It is a multidimensional process, unrestricted by hierarchies or other imposed or imaginary barriers. There should be emphasis on sharing and problem solving, as well as a concern for purposeful listening.

5. *Involvement in decision making* in which opportunity to improve the school exists for students, educators, interested parents, and others. Persons affected by a decision need an opportunity to provide input. Decisions should be based on pertinent information, and decision processes should be clearly specified and understood by all. A variety of decision-making models should be used and the entire process reviewed periodically for effectiveness and efficiency.
6. *Autonomy with accountability*, which balances the freedom of being independent and self-governing with the necessity and desirability of being responsible for actions through reporting and explaining processes in achieving goals and objectives. This equity is vital not only to the school as an organization, but to educators and students as individuals and as working groups.
7. *Effective teaching-learning strategies* in which goals for teaching-learning situations are clearly stated and educators seek evaluative feedback from students and other educators. Teachers should recognize that students have varied learning styles and should attempt to employ methods that consider these styles as well as student maturity. Students should have frequent opportunity to choose from a variety of learning activities. Inquiry should be encouraged, and a system should exist to evaluate teaching strategies.
8. *Ability to plan for the future* is a characteristic whereby the school determines and plans for its immediate and long-range future. In this process, the school's educators and clientele analyze the general course of the education program at their school, and deliberately plan desirable changes and modifications in the school's programs, services, and processes. It involves planning skills and a future orientation—

the attempt to project conditions as the educators and clientele want them to be.

9.
10.

Material determinants of a positive school climate include: .

1. *Adequate resources*, which include able educators and support for them and students through provision of instructional material centers and laboratories, desirable classroom or learning-area equipment, furniture, textbooks and references, other materials, and adequate expendable supplies.
2. *Supportive and efficient logistical system*, which is designed to help people be productive in achieving the school, curriculum, and extracurricular activity goals. A responsive system enhances morale. Procedures should enable individuals to efficiently acquire needed material resources. Educators should be able to get commonly used resources rapidly. The system should provide quality in such areas as student scheduling, and in custodial, maintenance, secretarial, purchasing, budgeting, and accounting services. Each individual should know what he can and cannot expect of a school's logistical system.
3. *Suitability of school plant* in which the institution modifies the physical plant as program and human needs change, keeping building decor attractive by use of color, furniture arrangement, and displays of student work.
4.
5.

Chapter VI, "School Climate Determinants," further discusses each of the above eighteen characteristics. Chapter VII shows how a school might initiate a process of developing its own set of definitions and climate determinants, particularly relevant to its own needs and perceptions.

Summary

The preceding material, along with Figures 1-1, 1-2, 1-3, and 1-4, provide a conceptual overview and definition of the school's climate. In summary form, Figure 1-5 combines the concepts.

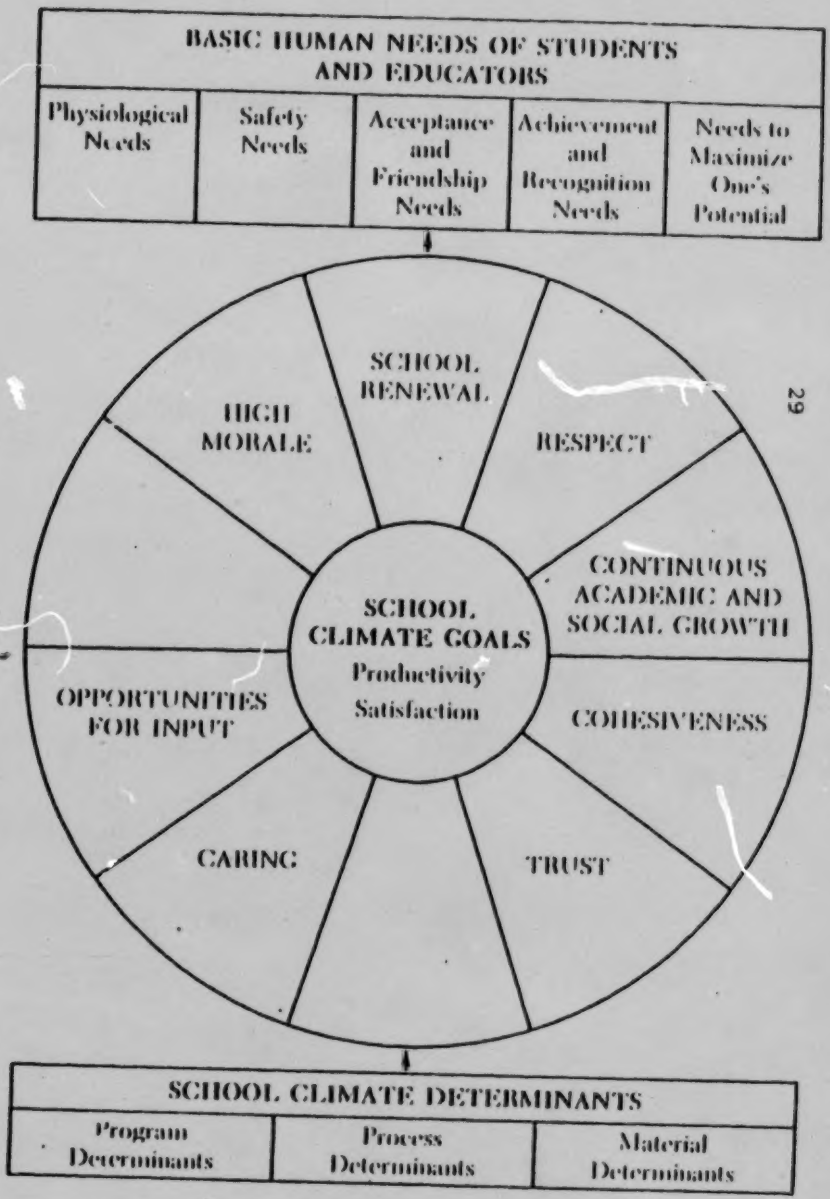


Figure 1-5
THE CLIMATE OF THE SCHOOL

Course 3 - School Climate

Module 3.1 - Defining and Assessing School Climate

Background I-D 3.1.2

Background Materials

Project Examples: Improving School Climate

(See attached)

Source: School Climate Source Book, Colorado Department of Education, Denver, Colorado, 1978.

CLIMATE DETERMINANTS • INVOLVED		
PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	• PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
• INDIVIDUALIZED PERFORMANCE EXPECTATIONS	• IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
• VARIED LEARNING ENVIRONMENTS	• IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	• EFFECTIVE COMMUNICATIONS	
SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	• INVOLVEMENT IN DECISION MAKING	
	AUTONOMY WITH ACCOUNTABILITY	
RULES COOPERATIVELY DETERMINED	EFFECTIVE TEACHING-LEARNING STRATEGIES	
VARIED REWARD SYSTEMS	• ABILITY TO PLAN FOR THE FUTURE	

MAPLETON High School, Adams County School District #1, Adams County

Telephone: 288-6681
Superintendent: George DiTirro
Principal: James M. Sekich

PROJECT OR ACTIVITY: SCHOOL WIDE ADVISORY SYSTEM

Personalizing the educational experience is the goal of the Advisement Program. It creates an ongoing personal interaction between a teacher (advisor) and a student (advisee). The goals of advisement are a successful goal-oriented educational experience for all students; increased positive home/school communications through active parent involvement in educational planning; improved student decision making and career planning through a process of advisee self-assessment.

Cost-funded through Title IV-C grant. Prior to implementing the program, a full year of staff development was held utilizing personnel from the Bureau of Educational Research at the University of Colorado. Sister Elise Calmus of the University of Colorado is the State High School Facilitator. Mr. George DiTirro, Superintendent of District #1 is the supervisor of the Title IV grant.

Outcomes: State research compiled by the Bureau of Educational Research at the University of Colorado under the direction of Mr. John Richie. This included evaluations of the Staff Developmental Program, a survey of parent/teacher and students taken prior to instituting the program; a follow-up survey will be conducted during April 1978.

CLIMATE DETERMINANTS •INVOLVED

PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	• PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	• IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	• EFFECTIVE COMMUNICATIONS	
SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	• INVOLVEMENT IN DECISION MAKING	
RULES COOPERATIVELY DETERMINED	• AUTONOMY WITH ACCOUNTABILITY	
VARIED REWARD SYSTEMS	EFFECTIVE TEACHING-LEARNING STRATEGIES	
	• ABILITY TO PLAN FOR THE FUTURE	

Adams City High School, Adams County District 14

Telephone: 289-3111
Superintendent: Dr. J. Roland Ingraham
Principal: Tom Doohan

PROJECT OR ACTIVITY: TEACHER ADVISORY PROGRAM

The Teacher Advisory Program has two components:

-- A counselor/teacher team consisting of one counselor and approximately fifteen teachers. The purpose of the team is to provide counseling training to the teachers and to provide a vehicle of sharing ideas and concerns pertaining to the program.

-- A teacher-advisor system in which each teacher is allotted approximately 20 advisees with whom they meet at least four times a year. The students pick the teacher-advisor they want.

The objectives of the program are:

-- To enable the school staff to be more aware of and responsive to the needs of students.
-- To assist students in accepting responsibility for decisions about their own learning.
-- To provide for at least one (1) adult in the school who knows each student and shares responsibility with him for his learning program.
-- To assist students in building confidence by developing a positive self-image.
-- To form new relationships within the school that promotes a caring, supportive, and problem solving relationship between staff and students that would result in an overall improvement of the school climate.

Outcomes: The response from students and staff to the initial portion of the program implemented in October has been positive. The pre-registration for the second semester was improved considerably.

CLIMATE DETERMINANTS • INVOLVED		
PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	• EFFECTIVE COMMUNICATIONS	
SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	• INVOLVEMENT IN DECISION MAKING	
RULES COOPERATIVELY DETERMINED	• AUTONOMY WITH ACCOUNTABILITY	
VARIED REWARD SYSTEMS	EFFECTIVE TEACHING-LEARNING STRATEGIES	
	ABILITY TO PLAN FOR THE FUTURE	

Adams County School District #12

Telephone: 451-1561

Superintendent: Dr. George W. Bailey

Executive Director of Organizational Development: Dr. Harvie Guest

PROJECT OR ACTIVITY: ADMINISTRATOR IMAGE AUDIT

Acting on the belief that a positive change in the openness and level of trust in a principal should contribute highly to a corresponding change in the climate of the school she/he manages, Adams County conducted the Administrator Image Audit.

Each administrator was placed into a role group: elementary principals, secondary principals, etc. They were then asked to share in writing (anonymously): (1) personal perceptions of the group; (2) perceptions of each of the other groups; (3) the perception she/he believed each of the others held of his/her own group.

Discussions followed which resulted in clarified perceptions of groups and individuals and specific objectives for the improvement of inter-group relationship for the ensuing year.

Outcomes: There has been a decrease in student-teacher conflicts. Curriculum development has gone smoother. Faculty seems more open to change.

CLIMATE DETERMINANTS • INVOLVED		
PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
• OPPORTUNITIES FOR ACTIVE LEARNING	PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
• INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
• VARIED LEARNING ENVIRONMENTS	• IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
• FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	• EFFECTIVE COMMUNICATIONS	
• SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	• INVOLVEMENT IN DECISION MAKING	
• RULES COOPERATIVELY DETERMINED	• AUTONOMY WITH ACCOUNTABILITY	
• VARIED REWARD SYSTEMS	• EFFECTIVE TEACHING-LEARNING STRATEGIES	
	ABILITY TO PLAN FOR THE FUTURE	

Alamosa High School, Alamosa School District RE-11J, Alamosa County

Telephone: 589-6696
Superintendent: Dr. Donald E. Merrill
Principal: Ron Hunter

PROJECT OR ACTIVITY: ALTERNATIVES IN EDUCATION

The alternative program was designed to offer students various options to obtain a high school diploma. Curriculum courses were given in the English Language Arts, social studies, math science, and reading in the content areas. In addition to academic development, the curriculum has been expanded to place an emphasis on affectual development, and the use of community resources for learning experiences outside the classroom. Students along with staff, share in all of the decisions directly affecting the students' education to include the operational procedures of the program, what the students study, and how they are to learn the content. Letter grades have been dropped in favor of using a point system for credits. All learning objectives are contracted between the individual student and teacher. The rationale behind this approach is basic. We are attempting to watch learning styles and teaching styles. A hopeful outcome is that students will experience success in academics, involve them in decisions that must be made, and involve them in problem-solving concerning not only academic goals, but personal goals as well. Another objective of the program is to improve the individual attitudes of students toward self, school and community. The students identified for this program were chosen primarily because they were potential or actual high school dropouts, although acceptance of a student into this program is not limited to this criteria. Since the program is optional, students sign a contract to participate in this learning situation. This entry contract was developed by students and teachers. At present there are 38 students involved.

Outcomes: The program was implemented at the start of this school year, so specific measurement of the outcomes is pending a year-end analysis. Various methods of measuring the successes and failures of this program have been developed, to include: academic achievement, attitudinal development, attendance, parent response, and school/community receptiveness.

CLIMATE DETERMINANTS • INVOLVED		
PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	• IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	• EFFECTIVE COMMUNICATIONS	
SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	INVOLVEMENT IN DECISION MAKING	
RULES COOPERATIVELY DETERMINED	AUTONOMY WITH ACCOUNTABILITY	
VARIED REWARD SYSTEMS	EFFECTIVE TEACHING-LEARNING STRATEGIES	
	ABILITY TO PLAN FOR THE FUTURE	

Cherry Creek High School, Cherry Creek Dist. 5, Arapahoe County

Telephone: 773-1184

Superintendent: Dr. Richard P. Koeppe

Principal: Henry Cotton

PROJECT OR ACTIVITY: DEANS

Four teachers have been employed as deans of students. These individuals have been employed because of their ability as a teacher and their outstanding relationship with students and faculty. Their responsibilities include the discipline and attendance for approximately 700-750 students. They are situated in each of the four buildings on campus. One assistant principal is responsible for these deans. The counselors work very closely, in a team approach, with the dean. The combination of the Dean, Counselor, and Psychologist offers many options when working with adolescent problems.

Outcomes: Consistency in interpreting school policies and regulations has been attained. Daily attendance has neared the 95% mark.

CLIMATE DETERMINANTS • INVOLVED		
PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	• IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	EFFECTIVE COMMUNICATIONS	
• SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	• INVOLVEMENT IN DECISION MAKING	
	AUTONOMY WITH ACCOUNTABILITY	
• RULES COOPERATIVELY DETERMINED	EFFECTIVE TEACHING-LEARNING STRATEGIES	
VARIED REWARD SYSTEMS	• ABILITY TO PLAN FOR THE FUTURE	

Smoky Hill High School, Cherry Creek School District #5, Arapahoe County

Telephone: 693-1700
Superintendent: Dr. Richard P. Koeppe
Principal: Dr. Jim Franck

PROJECT OR ACTIVITY: VIDEO TAPE: SHAPING STUDENT BEHAVIOR

During 3 hrs/week student behavior is video taped in the halls, lunchroom, library, resource centers, smoking area and school parking lot. These tapes are used to evaluate the quality of life at Smoky Hill.

Outcomes: When a student can see their behavior on tape, the results are dramatic. This process also helps the administration develop programs to more effectively deal with "instant replay."

CLIMATE DETERMINANTS •INVOLVED		
PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	EFFECTIVE COMMUNICATIONS	
SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	●INVOLVEMENT IN DECISION MAKING	
RULES COOPERATIVELY DETERMINED	●AUTONOMY WITH ACCOUNTABILITY	
VARIED REWARD SYSTEMS	EFFECTIVE TEACHING-LEARNING STRATEGIES	
	●ABILITY TO PLAN FOR THE FUTURE	

Nevin Platt Junior High School, Boulder Valley School District RE 2

Telephone: 499-6800

Superintendent: Dr. Barnard J. Ryan

Principal: Gary G. Cox

PROJECT OR ACTIVITY: ORGANIZATIONAL DEVELOPMENT PROJECT

Faculty members in 1974 began taking inservice courses in which they learned ways of applying Organization Development (OD) procedures to planning optional programs and improving school climate. In these classes they became a cohesive and effective group for school improvement. They surveyed students, parents, and faculty in Spring 1975 to determine optional program needs and areas in which school improvement needed improving. Students, parents, and faculty continued to participate in the program development process through membership on committees and participation in inservice workshops. The school has also used OD specialists from the district office as consultants to groups of the faculty.

Outcomes: Through the cooperative curriculum development activity a successful 8th grade English and social studies program has been developed.

The OD specialists have helped improve the conduct of meetings, especially in clarifying communication and in setting clear and effective ways of dealing with agenda items. The resulting changes in meeting procedures have promoted more effective use of faculty members' time in meetings and more satisfaction with the conduct and results of meetings.

CLIMATE DETERMINANTS • INVOLVED		
PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	• PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	• IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	• EFFECTIVE COMMUNICATIONS	
SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	INVOLVEMENT IN DECISION MAKING	
RULES COOPERATIVELY DETERMINED	AUTONOMY WITH ACCOUNTABILITY	
VARIED REWARD SYSTEMS	EFFECTIVE TEACHING-LEARNING STRATEGIES	
	ABILITY TO PLAN FOR THE FUTURE	

Clear Creek Secondary School, School District RE-1, Clear Creek County

Telephone: 571-1177
Superintendent: Dr. Rodney Bartels
Principal: Richard Ayers

PROJECT OR ACTIVITY: CHILD ASSESSMENT TEAM

The Clear Creek County Child Assessment Team is a group of professional representatives of local social service delivery agencies and organizations who deal directly with children of the county and their families.

Outcome: The purpose of the Team is to: 1) Coordinate agency services to youth and their families through the discussion of resources, roles, and actual cases. 2) Develop guidelines for appropriate referrals from agency to agency. 3) Assist each other in the determination of child abuse and neglect cases and the development of a coordinated and adequate treatment strategy for such families. 4) Coordinate the development of needed programs within respective agencies or in the community. 5) Provide professional peer consultation and support around treatment issues and strategies.

CLIMATE DETERMINANTS • INVOLVED

PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
• FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	• EFFECTIVE COMMUNICATIONS	
SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	INVOLVEMENT IN DECISION MAKING	
RULES COOPERATIVELY DETERMINED	AUTONOMY WITH ACCOUNTABILITY	
VARIED REWARD SYSTEMS	EFFECTIVE TEACHING-LEARNING STRATEGIES	
	ABILITY TO PLAN FOR THE FUTURE	

East High School, Denver District 1

Telephone: 388-5603

Superintendent: Dr. Joseph E. Brzeinski

Principal: John J. Astuno

PROJECT OR ACTIVITY: GUARDIAN ANGEL BREAKFAST

Once every two weeks the Principal (Guardian Angel) invites 15-20 students, two to three teachers, and one to two adults from the community to a breakfast which is prepared and served by the East High Home Economics Class. The purpose of the breakfast is for students to get to know the Principal and what he does, and for the Principal to know a broad sampling of students and get a better feeling of the student pulse at East.

Outcomes: Very entusiastically received by all who have attended. This activity is being broadened to include more students and is in its third year of operation.

CLIMATE DETERMINANTS • INVOLVED		
PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	• PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
• INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	• IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
• FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	• EFFECTIVE COMMUNICATIONS	
• SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	• INVOLVEMENT IN DECISION MAKING	
	AUTONOMY WITH ACCOUNTABILITY	
• RULES COOPERATIVELY DETERMINED	• EFFECTIVE TEACHING-LEARNING STRATEGIES	
• VARIED REWARD SYSTEMS	• ABILITY TO PLAN FOR THE FUTURE	

Harrison High School, Harrison District 2, El Paso County

Telephone: 576-1063

Superintendent: Wayne Bricker

Principal: Robert P. Breeden

PROJECT OR ACTIVITY: SCHOOL WITHIN A SCHOOL

The purpose of this project is to decrease alienation among students, faculty, and community at large. The target population is disaffected youth of all ability levels.

Students who volunteer for this program are removed from the normal classroom routine for three hours a day to special area of the high school where they receive individual instruction in social studies, English, mathematics. They are also exposed to various work experiences and group counseling in this "school within a school." For all other high school activities the students are mainstreamed.

As a result of the program students gain motivation, confidence and self-esteem.

Outcomes: School drop-out and truancy rates were decreased. Positive attitudes toward the parents, school, and themselves were developed by students. Many students were able to receive their diploma with their contemporaries. More students were willing to become involved in community activities and projects.

CLIMATE DETERMINANTS • INVOLVED		
PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	● SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	● EFFECTIVE COMMUNICATIONS	
SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	● INVOLVEMENT IN DECISION MAKING	
	AUTONOMY WITH ACCOUNTABILITY	
RULES COOPERATIVELY DETERMINED	● EFFECTIVE TEACHING-LEARNING STRATEGIES	
VARIED REWARD SYSTEMS	● ABILITY TO PLAN FOR THE FUTURE	

Harrison High School, Colorado Springs District 2, El Paso County

Telephone: 576-1063

Superintendent: Wayne Bricker

Principal: Robert P. Breeden

PROJECT OR ACTIVITY: STAFF DEVELOPMENT FOR BETTER UNDERSTANDING AND INVOLVEMENT WITH STUDENTS

The staff and administration cooperatively designed a three-year staff development program to promote a more humanistic school climate. Major areas of inservice presently being addressed in one half-day inservice session per month are: evaluation of performance, competency based instruction, cultural and ethical awareness, transactional analysis, prescriptive instruction, and involvement of student government representatives.

Outcomes: A planned program is being carried out. The faculty is aware of new techniques and educational developments. Students are involved in all activities and planning, and mutual repsect among all members of the "school family" is developing. Major changes in teacher and administrator evaluation have occurred along with the emergence of a strong student government.

CLIMATE DETERMINANTS • INVOLVED		
PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	• PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	• SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	• IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	• EFFECTIVE COMMUNICATIONS	
SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	• INVOLVEMENT IN DECISION MAKING	
• RULES COOPERATIVELY DETERMINED	AUTONOMY WITH ACCOUNTABILITY	
• VARIED REWARD SYSTEMS	EFFECTIVE TEACHING-LEARNING STRATEGIES	
	• ABILITY TO PLAN FOR THE FUTURE	

Widefield High School, Widefield District 3, El Paso County

Telephone: 392-3427
Superintendent: Dr. James Knox
Principal: F. W. Aspedon

PROJECT OR ACTIVITY: SCHOOL CLIMATE IMPROVEMENT PROJECT

As a result of the local school accountability committee placing school climate improvement as a top priority, students, teachers, counselors, administrators, and support personnel were surveyed as to their perceptions of the school climate. Using the survey results, a school climate profile was drawn, and the following activities were initiated in response to the profile:

1) Inservice programs relating to problem solving, open communication, shared decision making and accountability for population representatives.
2) Visitation by population members to other schools.
3) Media (audio visual and printed) distributed.
4) School newspaper articles (informative, and feature).
5) Student projects relating to improved school climate.
6) Increased teacher and student involvement in the decision making process.
7) Student advice groupings (homerooms) under the supervision of teachers were instituted.
8) Regular, structured meetings of support personnel (teacher aides, custodians and so forth) were commenced.

A form of the CFK Ltd. School Climate Profile was administered to the population in the spring of 1976 for post assessment and summative evaluation.

Outcomes: A post-assessment showed positive climate change as perceived by students and teachers and a somewhat negative perceptual change on the part of administrators, counselors, and support personnel.

CLIMATE DETERMINANTS • INVOLVED		
PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	• PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	• IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	• IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	• EFFECTIVE COMMUNICATIONS	
SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	• INVOLVEMENT IN DECISION MAKING	
RULES COOPERATIVELY DETERMINED	• AUTONOMY WITH ACCOUNTABILITY	
VARIED REWARD SYSTEMS	EFFECTIVE TEACHING-LEARNING STRATEGIES	
	• ABILITY TO PLAN FOR THE FUTURE	

Evergreen Senior High School, Jefferson County District 1

Telephone: 674-3341

Superintendent: Gene H. Cosby

Principal: Jerry Crabs

PROJECT OR ACTIVITY: SCHOOL SENATE

A school Senate has been formed to replace the traditional student council. The Senate, comprised of students, parents, teachers and one administrator and chaired by the student body president, is a decision making, policy making group. The students meet three days a week in the Student Government class and the Senate session convenes one day a week for two periods with all representatives in attendance. The Senate has the power to change any school policy not affecting School Board Policy, budget, and/or school credit. The principal may veto any Senate bill. The veto may be overridden by a 2/3 senatorial vote.

Outcomes: As a result of the authority invested in the Senate, we have seen a considerable increase in school and community spirit. Because the students have a real voice in school policy making, they are showing a new interest in making suggestions and are actively involved in seeking ways to improve the school climate. The same is true of the parents.

CLIMATE DETERMINANTS • INVOLVED		
PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	• IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	• EFFECTIVE COMMUNICATIONS	
•SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	•INVOLVEMENT IN DECISION MAKING	
•RULES COOPERATIVELY DETERMINED	AUTONOMY WITH ACCOUNTABILITY	
VARIED REWARD SYSTEMS	EFFECTIVE TEACHING-LEARNING STRATEGIES	
	ABILITY TO PLAN FOR THE FUTURE	

Alternative Learning Center, Poudre School District R-1, Larimer County

Telephone: 221-2920
Superintendent: Don L. Webber
Principal: Isabel Starner

PROJECT OR ACTIVITY: GET A HANDLE ON LANGUAGE - AND FLY!

This is a project-oriented English class emphasizing the practical. It is designed to stimulate students who have had a history of failure (experienced in previous high school and junior high school classes). All writing, speaking and grammar skills are centered around high-interest mini-units (1-3 weeks). Students have the opportunity to suggest unit content and direction. Units are: a) Reading and Drawing Plans for a Dream House, b) Study and Evaluation of Antiques, c) Building a Solar Oven, d) Handtools and their Use, e) Lifestyle Assessment, f) How to Communicate with Parents, g) etc.

Outcomes: Students have expressed verbally and in writing that they are retaining more information and getting into the skill work with less anxiety. Pre and post tests bear this out. The most dramatic proof has been a sealed timed-writing done in September 1977 compared to one in January 1978. The improvements were dramatic. The students are more eager to learn. Discipline problems are virtually non-existent.

CLIMATE DETERMINANTS • INVOLVED		
PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	• EFFECTIVE COMMUNICATIONS	
SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	• INVOLVEMENT IN DECISION MAKING	
• RULES COOPERATIVELY DETERMINED	AUTONOMY WITH ACCOUNTABILITY	
VARIED REWARD SYSTEMS	EFFECTIVE TEACHING-LEARNING STRATEGIES	
	ABILITY TO PLAN FOR THE FUTURE	

Lamar High School, Lamar District Re-2, Prowers County

Telephone: 336-4357
Superintendent: Dr. John H. Holcomb
Principal: Joe T. Rocco

PROJECT OR ACTIVITY: CLASS DISCUSSION OF SCHOOL REGULATIONS

At the beginning of the school year and whenever new school policies or regulations emerge, the students, during a designated period of the day, review, discuss, and make recommendations on the regulations to a faculty-student-administration school policy group. This process not only increases understanding of school regulations but also increases the degree to which the regulations are observed. This project is in its second year. Twice a year, in the fall and in the spring, students in designated classes discuss discipline and attendance policies with their teachers. This year proposed changes to the policies were discussed. As a result of these discussions some proposed changes were not implemented; others were modified. The results of the discussions are shared by all faculty members in faculty meetings. In this way, student opinion is considered by faculty members as they make decisions regarding school regulations.

Outcomes: Principal Joe Rocco reports that he believes the procedure "definitely has a positive effect on student attitudes towards rules and regulations because the students have had something to say about them." There is less complaining about rules and more pupils are following them. As a result, the number of referrals to the office for infractions of school rules has declined.

CLIMATE DETERMINANTS •INVOLVED

PROGRAM DETERMINANTS	PROCESS DETERMINANTS	MATERIAL DETERMINANTS
OPPORTUNITIES FOR ACTIVE LEARNING	PROBLEM SOLVING ABILITY	ADEQUATE RESOURCES
INDIVIDUALIZED PERFORMANCE EXPECTATIONS	IMPROVEMENT OF SCHOOL GOALS	SUPPORTIVE AND EFFICIENT LOGISTICAL SYSTEM
VARIED LEARNING ENVIRONMENTS	IDENTIFYING AND WORKING WITH CONFLICTS	SUITABILITY OF SCHOOL PLANT
FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES	•EFFECTIVE COMMUNICATIONS	
•SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY	INVOLVEMENT IN DECISION MAKING	
RULES COOPERATIVELY DETERMINED	AUTONOMY WITH ACCOUNTABILITY	
VARIED REWARD SYSTEMS	EFFECTIVE TEACHING-LEARNING STRATEGIES	
	ABILITY TO PLAN FOR THE FUTURE	

University High School, University of Northern Colorado Lab School, Weld County

Telephone: 292-0919

Principal: Joe Slobojan

PROJECT OR ACTIVITY: OPEN CAMPUS AND FLEXIBLE SCHEDULING

The Open Campus concept provides the University High School with the flexibility needed for a dynamic student climate. The Open Campus provides the opportunity for the following concepts: 1) a flexible schedule, 2) the development of student maturity through the freedom to be involved in developing many of their learning experiences, 3) Independent Study as well as tutorial learning experiences, 4) a means of providing a meaningful discipline solution to student problems, 5) provides for alternative education.

Outcomes: The Open Campus concept is truly an organizational means of providing the flexibility needed in today's high school. The concept is not geared to lessen the supervisory aspect of administration or teachers, but rather it provides for an environment that tends to develop mature students who are able to deal with the problems of self-motivation and self-determination.

Course 3 - School Climate

Module 3.1 - Defining and Assessing School Climate

Background I-D 3.1.3

Background Materials

Suggestions for Projects

Eugene Howard, in his article "School Climate Improvement," offers nine interesting suggestions for improving and opening up a school's climate. The suggestions are:

1. Deemphasize hierarchy by organizing nonhierarchical teaching teams instead of the hierarchical ones commonly suggested. Further facilitate communications across hierarchical barriers by developing a "flat" organizational plan designed to encourage decentralized decision-making.

2. Decrease the amount of staff time presently invested in snob appeal type activities which emphasize conformity and competition. Increase the amount of staff time devoted to developing activities for pupils who are generally considered "out of it," open the membership on the student council to anyone who has an idea for improving the school and is willing to work on it.

3. Develop projects to include pupils in the evaluation of their own work.

4. Replace the present achievement recognition system with one which emphasizes more immediate and widespread rewards for tasks well done.

5. Form a group to rewrite the school's philosophy statement and its book of rules and regulations so that what the school stands for is understood more clearly by everyone and so that these beliefs are translated into reasonable rules.

6. Revise the school's grading and reporting systems so that it is possible for everyone to feel that he is succeeding every day.

7. Take students and staff members on retreats or form in-school discussion groups designed to foster open communications, mutual respect, and understanding.

8. Form a group of students to make a study of the inconsistencies which exist in the school between what the school's philosophy statement says and the manner in which the school's programs operate.

9. Interview a group of the school's losers and listen carefully to their description of how school affects their attitudes towards themselves and others. Form a task force to do something about at least one of the concerns expressed by the losers' group.

Source: Howard, Eugene R., "School Climate Improvement," Thrust, Association of California Administrators, Vol. III, No. 3, January 1974.

The above list of projects is only suggestive--designed to assist the reader in his understanding of the kinds of innovative practices I am advocating. Such projects are limited in scope. They would, however, modify, at least to a small extent, the climate of the school. Perhaps if a number of smaller projects can be successfully implemented the students and staff can begin to see the value of climate improvement activities and can feel confident enough to launch a comprehensive program designed to modify all of the climate characteristics which have been identified.

Course 3 - School Climate

Module 3.1 - Defining and Assessing School Climate

Background I-D 3.1.4

Background Materials

Improving School Climate

A program developed by: TDR Associates, Inc.
385 Elliot Street
Newton, Massachusetts 02164
(617) 969-0651

TDR Associates, Inc., of Newton Massachusetts, trains internal student-staff-parent teams to measure and improve school climate, racial climate, and school discipline. Using validated instruments, these teams survey student, staff and parent perceptions of these factors, and develop and implement improvement plans based on the findings. These procedures place the locus of change within a school, and have been followed with consistent success.

It is not always apparent why some schools are orderly, friendly, and serious about learning, while other schools are disorderly, hostile, and disinterested in learning. To some extent, school behavior reflects the larger social crisis; changing values, crime and violence, economic retrenchment, a generalized malaise. Yet some schools do manage to transcend their surroundings by maintaining a climate conducive to teaching and learning. Such schools become communities of their own, places where the ills of the culture-at-large are not the governing factors.

School climate can be improved and maintained at a high level of excellence by giving systematic attention to the following factors, over which schools do have control:

SCHOOL CLIMATE		RACIAL CLIMATE	SCHOOL DISCIPLINE
. Involvement	. Groupings	. Racial Mixing	. Behaviors Toward People
. Accessibility & Receptivity	. Expressiveness	. Racial Fairness	. Behaviors Toward the School
. Learning Orientation	. Goal Direction	. Staff Support for Integration	. Behaviors Toward Self
. Community	. Influence Distribution	. Security	
. Dealing With Problems	. Options	. Staff Modeling	
. Equal Treatment	. Order	. Multicultural Exposure	
	. Challenge		

Each of these factors is related to student learning and social development, racial integration, and staff morale and effectiveness. These factors have been validated by research and practice over the past two decades.

The teams are trained to gather data about the current state of these aspects of the school's life, to interpret that data, and to plan and direct improvements where they are most needed on a continuing basis. It is essential that these stakeholder groups work together, to avoid or break out the circular blaming and polarization that is often found. In this endeavor the teams work in concert with the established governing bodies of the school, such as the administration, and the teacher, student and parent associations. The teams supplement and enrich the ongoing operation, not replace it.

Whether the schools are large or small, or city, suburban or rural, the results are encouraging. Some schools have developed new, participative governance and expanded activities programs. Some schools have been increasing student challenge by raising course and graduation requirements, or increasing school member's involvement and the school's sense of community through expanded activities programs. Other schools are working on raising the achievement levels of students through the use of individual learning contracts, cooperative learning teams, and other such approaches. By the time these student-staff-parent teams reach this stage of prescription, they are ready to continue and expand this process on their own.

By participating in the formulation and operation of new school governance procedures, students, staff and parents share responsibility for control of the school, thus diminishing their feelings of powerlessness, however derived. By improving the school climate factors, an atmosphere that enhances school members' investment in learning and teaching can be maintained. By gearing the curricula

and instruction practices to the variety of student interests and abilities in realistic and challenging ways, the "hope of attainment" necessary for self-discipline can be restored for many previously disruptive students.

That schools can make such improvements, even in current times, has been demonstrated. There is no magic involved. It takes time, patience, determination, skill, and engaging, proven step-by-step procedures. The ideal state is never reached; only small, incremental changes that can over time add up to collectively impressive improvements. School discipline, and its companion, hope of attainment, are not completely at the mercy of societal forces. With leadership and nerve, schools can become what one historian has recently called, "small communities of competence."

Course 3 - School Climate

Module 3.2 - Stress Assessment and Mangement

Module Synopsis

Purpose

The purpose of this module is to introduce to participants the subject of stress as an element of school climtate. The module is designed to help participants recognize that it is normal and reasonable to feel the effects of stress in the school environment and that there are ways of assessing and managing the stressors which negatively affect job performance.

Objectives

Participants will be able to--

1. Discuss stress as it applies to school personnel
2. List some sources of school-related stress
3. Identify the stressors that affect job efficiency and functioning
4. Begin developing strategies to prevent or alleviate school stress.

Target Audiences/Breakouts

This core module is most appropriate for teachers, administrators, counselors, and other educators who work in stress-producing environments which adversely affect efficiency and morale.

Module Synopsis (continued)

Course 3 - School Climate

Module 3.2 - Stress Assessment and Mangement

Media/Equipment

Overhead projector
Screen
Flip chart
Markers

Materials

Transparencies

3.2.1	Conditions Leading to Long-Term Stress Among School Personnel
3.2.2	Conditions Leading to Long-Term Stress Among School Personnel (cont'd)
3.2.3	Conditions Leading to Long-Term Stress Among School Personnel (cont'd)
3.2.4	Outcomes: Personnel Reactions and Inherent Problems
3.2.5	Two Assumptions Underlying Stress Reduction and Management
3.2.6	Improving Managerial Practices
3.2.7	Principles of Stress Reduction
3.2.8	Principles of Stress Reduction (cont'd)
3.2.9	Principles of Stress Reduction (cont'd)

Handout

3.2.1	Conditions Precipitating Stress With Charges, Co-Workers, and Supervisors

Participant Worksheets

3.2.1	Social Readjustment Rating Scale
3.2.2	Steps to Reduce Stress

Background Materials

3.2.1	Excerpts from "Long-Term Work Stress Among Teachers and Prison Guards"
3.2.2	The Job Related Tension Index
3.2.3	"The Principal's Next Challenge: The Twentieth Century Art of Managing Stress"
3.2.4	"Coping with Stress in 1979"

Conditions Leading to Long-Term Stress Among School Personnel

1. Failed public policies: school personnel take the blame
2. Students attending by law, not by choice

Conditions Leading to Long-Term Stress Among School Personnel (cont'd)

3. Changes and contradictions: in structure, goals, objectives and rules
4. Inadequate material resources
5. Limited and undefined lines of support

Conditions Precipitating Long-Term Stress Among School Personnel (cont'd)

6. conflicting demands and expectations from constituent groups: teachers, parents, administrators, students, others

Outcomes:

Personnel Reactions and Inherent Problems

1. A sense of vulnerability
2. A sense of isolation
3. The onset or increase in severity of physical/psychological symptoms
4. Little hope for improvement
5. Forces making it difficult to change status

Assumptions Underlying Stress Reduction and Management

1. Help must be offered *before* workers become disabled

2. Acknowledge the presence of stress *before* it leads to more stress

Improving Managerial Practices

1. Support constituent groups
2. Institute methods for early identification of problems
3. Employ resource people as counselors
4. Provide opportunities for sabbaticals and re-training
5. Prepare for employment in schools
6. Treat symptoms and illnesses immediately

Summary of Principles of Stress Reduction

1. ***Find your own stress level*** —

   the speed at which you can run toward your own goal. Make sure that both the stress level and the goal are really your own, and not imposed by society for only you yourself can know what you want and how fast you can accomplish it.

By Hans Selye, from *Information Please Almanac*, 1979.

Summary of Principles of Stress Reduction

2. *Be an altruistic egoist.*

All living beings [need] to look after themselves first. Yet the wish to be of some use, to do some good to others, is also natural.... You must be useful to others. This gives you the greatest degree of safety, because no one wishes to destroy a person who is useful.

By Hans Selye, from *Information Please Almanac*, 1979.

Summary of Principles of Stress Reduction

3. *Earn thy neighbor's love.*

This is a contemporary modification of the maxim "Love thy neighbor as thyself." It recognizes that all neighbors are not lovable and that it is impossible to love on command.

By Hans Selye, from *Information Please Almanac*, 1979.

3 - School Climate

3.2 - Stress Assessment and Mangement

Bibliography/Resources

3.2.1	Stress Management Bibliography
R.3.2.1	"Student Stress - Why You're Uptight and What To Do About It"
R.3.2.2	"How to Cope with Stress in the Classroom"

Course Agenda by Module

Course 3 - School Climate

Module 3.2 - Stress Assessment and Management

Total Time 1 hour and 30 minutes

Module Summary

Participants will look at stress as an element of school climate. This module is designed to show that it is normal and reasonable to feel the effects of stress in the school environment and that there are ways of assessing and managing stressors which negatively affect job performance.

Activity/Content Summary	Time
1. Overview of Work Stress Among School Personnel	10 min.
A. Occupational Hazards Leading to Stress Participants identify stressful situations and conditions in their work.	
B. Conditions Leading to Long-Term Stress A number of conditions (including failed public policies; students unwilling to attend school; changes and contradictions in structure, goals, objectives, and rules; inadequate material resources; limited and undefined lines of support; conflicting demands and expectations from constituent groups) can lead to long-term stress.	
C. Comparison Between Teaching and Other High Stress Occupations	
D. Results of Stress Results of stress can be both emotional and physical.	
2. General Identification of Stressors	30 min.
A. Introduction of the Holmes-Rahe Social Readjustment Rating Scale The Holmes-Rahe Social Readjustment Scale, based on research conducted by Dr. Thomas H. Holmes and Dr. Richard H. Rahe over 25 years, lists 43 stress-producing experiences in life.	
B. Completion of the Scale (Optional Activity) Participants complete the Holmes-Rahe Social Readjustment Scale.	

Activity/Content Summary	Time
C. Debriefing (Optional Activity) Participants meet in small groups and discuss their stress ratings. D. Reference to Student Stress Students are also under stress in the school environment and training is available for them.	
3. Identification and Alleviation of Stressors in the School Environment	40 min.
A. Identifying Stresses and Strengths Participants list their stresses and strengths. B. Comparing Notes Participants re-form their small groups and share their stresses and admitted strengths with each other. C. Action Planning Ways of reducing or changing stressors are introduced.	
4. Conclusion	10 min.
Trainer summarizes the session, refers to the topic of student stress, and reviews some considerations in planning to improve the school climate by better management of stress.	

Course 3 - School Climate

Module 3.2 - Stress Assessment and Management

Detailed Walk-Through

Materials/Equipment	Sequence/Activity Description
Overhead projector Background materials Flip chart Marker	1. Minilecture: Overview of Work Stress Among School Personnel (10 min.) (For this 10-minute minilecture on stress among school personnel, the trainer should refer to the Trainer's Background Materials which accompany this module.) A. Occupational Hazards Leading to Stress Trainer should ask participants to call out a few examples of stressful conditions and situations in their work. These words or phrases are written on a flip chart. Some examples might include broken glass in the parking lot or poor ventilation in the building. Trainer should then make the following introductory points: o Included among the occupational hazards of working in schools are-- (1) Constant strain experienced as tension, physical and mental illnesses, interpersonal problems. (2) Conflicting role expectations and role ambiguity. Staff are asked to both control and educate--to encourage obedience and support intellectual independence. o These are significant factors in the school's overall climate.

Materials/ Equipment	Sequence/Activity Description

B. Conditions Leading to Long-Term Stress

Transparency 3.2.1

Show Transparency 3.2.1 and make the following points:

Conditions Leading to Long-Term Stress Among School Personnel

1. **Failed public policies: school personnel take the blame**
2. **Students attending by law, not by choice**

- (For condition 1): School personnel are agents of public policies, many of which are social experiments. If these are unsuccessful, school personnel are the most convenient focal point for society's blame.
- (For condition 2): School personnel are caretakers of students who are, in many cases, in their charge by force of law not by choice.

C. Comparison Between Teachers and Prison Guards

Refer to chart entitled "Conditions Precipitating Long-Term Stress" in Background Material 3.2.1, excerpts from "Long-Term Work Stress Among Teachers and Prison Guards."

Background Materials 3.2.1, Excerpts from "Long-Term Work Stress Among Teachers and Prison Guards"

Trainer should make the following points:

- Carroll M. Brodsky, a medical doctor and an anthropologist, examined and studied a group of teachers and prison guards who had filed industrial accident claims or applied for service-connected disability benefits. Their major complaint was that they had been injured by the pressures and stresses of their jobs.

Materials/ Equipment	Sequence/Activity Description

- His studies indicated some similarities in work stress between the teachers and prison guards. For example, both groups are caretakers of possibly unwilling charges, a situation leading to stress.

- Teachers, as well as administrators, counselors, and other educators, as caretakers of students, are often aware of or the object of students' frustration about their situation through passive aggression, violence, vandalism, acting-out behavior, uncooperativeness, and lack of appreciation and affection.

Transparency 3.2.2

Show Transparency 3.2.2 and make the points below:

Conditions Leading to Long-Term Stress Among School Personnel (cont'd)

3. Changes and contradictions: in structure, goals, objectives and rules
4. Inadequate material resources
5. Limited and undefined lines of support

- All school personnel--students and parents, too--experience frequent changes and contradictions. These are expressed in the following areas:

  - (For condition 3):

    (1) Structure of authority, program, schedule, assignment, responsiblity

    (2) Goals for the school, for personnel, and for students

    (3) Objectives for the school, for personnel, and for students.

Materials/ Equipment	Sequence/Activity Description

- (For condition 4): Inadequate materials resources, a constant problem reflected in practically every operational area.

- (For condition 5): Limited support, another constant problem, adversely affects school personnel and students.

Transparency 3.2.3

Show Transparency 3.2.3 and make the points below:

Conditions Precipitating Long-Term Stress Among School Personnel (cont'd)

6. conflicting demands and expectations from constituent groups: teachers, parents, administrators, students, others

Background Materials 3.2.3, "The Principal's Next Challenge: The Twentieth Century Art of Managing Stress"

o There are conflicting demands and expectations from the various groups that make up the school. Dealing with these--at all levels--causes stress. Teachers, for example, are stressed by their relationship with their superiors (principals) and their constituents (parents and students). Principals are responsible to other school administrators, school faculty, students and parents--all at the same time! Background Materials item 3.2.3, "The Principal's Next Challenge: The Twentieth Century Art of Managing Stress," discusses some unique ways principals experience stress and suggests coping strategies.

Materials/ Equipment	Sequence/Activity Description

D. Results of Stress

Transparency 3.2.4

Show Transparency 3.2.4 and make the points below:

Outcomes:

Personnel Reactions and Inherent Problems

1. A sense of vulnerability
2. A sense of isolation
3. The onset or increase in severity of physical/psychological symptoms
4. Little hope for improvement
5. Forces making it difficult to change status

- Dr. Alfred Block of Los Angeles observed that teaching personnel exhibit conditions of long-term stress in physical and psychological ways that are similar to those observed in combat neurosis--

(NOTE: Trainer may wish to elicit from the participants examples of these physical and psychological responses.)

(1) Among the conditions observed are emotional tension (anxiety, insecurity, nightmares, phobias), cognitive impairment, chronic fatigue, weakness, and depression.

(2) Often there is an onset of changes in respiration and blood pressure levels leading to hypertension, ulcers, and diabetes.

- These outcomes are aggravated when personnel perceive that internal and external forces make it difficult or impossible to resign, transfer, take a leave, or begin work in a different area. These perceptions are founded on the realities of limited opportunities for new or alternate staffing positions and the frequent problem of adapting skills to employment in nonschool situations.

Materials/ Equipment	Sequence/Activity Description

2. General Identification of Stressors (30 min.)

Worksheet 3.2.1, Social Readjustment Rating Scale

A. Introduce the Holmes-Rahe Social Readjustment Rating Scale

Refer participants to Worksheet 3.2.1, Social Readjustment Rating Scale. Trainer should make the following points:

- The Holmes-Rahe Social Readjustment Rating Scale is based upon research conducted by Dr. Thomas H. Holmes and Dr. Richard H. Rahe over a period of 25 years. They used a culturally diverse sample of 5,000 persons.
- They identified and refined 43 common stress-producing experiences in life, including those which bring happiness or prosperity, such as an outstanding personal achievement.
- For each of the 43 life events listed on Worksheet 3.2.1, (the actual scale), a weighted number from 11 to 100 is associated, each according to its stress-producing potential.
- Numerous medical studies have indicated that the total number of life event units is predictive of changes in health.

B. Complete the Scale

Trainer asks each participant to complete the rating scale. They are to write the full number assigned to each of the life events as experienced during the last 12 months. After participants have finished, they add up all numbers and read the point scale indicated below for comparison. Trainer should write the point system on a flip chart while participants complete the scale.

The Holmes-Rahe Social Readjustment Rating Scale Point System

Points	Indicators
9 to 150	No significant problem
150 to 199	Mild life crisis with 33 percent chance of illness
200 to 299	Moderate Life crisis, 50 percent chance of illness
300 plus	Major life crisis, 80 percent chance of illness

Materials/ Equipment	Sequence/Activity Description

C. Debriefing

Trainer will tell participants that they will next have a chance to discuss the experience in small groups. Before instructing them in their task, make these points:

- Refer again to Background Material 3.2.3, "The Principal's Next Challenge: The Twentieth Century Art of Managing Stress," for discussion of the scale.
- Remember that both pleasant and unpleasant life events can cause harmful stress and both kinds are, therefore, scored.
- Stress is life and no one necessarily wants to escape all crises.
- Individual differences in coping abilities result in the same event impacting individuals in different ways.
- Selective memory either for purposes of denial or illness justification will affect your total score.

Trainer will then direct participants to talk to neighbors in groups of three or four to compare their scales and discuss the findings. Participants should be encouraged to raise questions or concerns about the experience. Group facilitators will conclude with a summarization of small group discussions.

D. Refer to Student Stress

Trainer should make the following points:

- Staff are not the only persons stressed in the school environment. Students are, too. Adolescence is probably the most stressful period in anyone's life.
- For those of you working with students who may wish to explore their stressors and begin to reduce them, a good reference is a Life-Change Scale for Youth, developed by Martin B. Marx, Associate Professor in the Department of Community Medicine at the University of Kentucky. The scale is included in Resource Bulletin, R3.2.1, "Student Stress - Why You're Uptight and What To Do About It," which is available from NSRN.

Resources R.3.2.1, "Student Stress - Why You're Uptight and What To Do About It"

Materials/ Equipment	Sequence/Activity Description

3. Identification and Alleviation of Stressors in the School Environment (40 min.)

A. Identifying Stresses and Strengths

Trainer should give the following directions to participants:

- o Work individually for 15 minutes.
- o List specific sources of job-related stress.

Background Materials 3.2.2, Job Related Tension Index

(Trainer should refer participants to the "Job Related Tension Index," Background Materials 3.2.2. After participants have completed the initial list, the trainer should give the following directions and make the following points:

- List on the reverse side of your job-related stress list all factors (strengths and success situations) that currently are available to help you cope with the identified stresses.
- Success or strengths may include such items as handling parent conferences with tact or having a good sense of humor.

B. Comparing Notes

Trainer should divide participants into their same small groups formed in activity 2.C. and give the following directions:

- o In your groups, discuss your lists, clarifying thoughts and feelings for one another. Suggest that participants might begin by each one discussing two or three items on their lists. This assures that everyone has a chance to share.
- o A spokesperson for each group will summarize findings.

(BREAK - 5 minutes)

C. Action Planning

Worksheet 3.2.2, Steps To Reduce Stress

Distribute Worksheet 3.2.2, Steps To Reduce Stress.

Trainer should give the following directions:

- o Work individually and review your lists of stress factors.
- o Select the one or two top priority items on the list.
- o Using Worksheet 3.2.2, note specific ways of changing or reducing that stressor.

Materials/ Equipment	Sequence/Activity Description
	o After working for 10 minutes, return to your small group and discuss your plans.
	4. Wrap-Up With Transparencies (10 min.)
Overhead projector Screen	As a review of the module, trainer should make the following points: o The purpose of this module is to make you aware of stress as one element of school climate. When external conditions cause stress among students and adults, the likelihood of lowered morale and reduced potential increases. Tension, irritability, poor human relations, vandalism, and violence are among the outcomes of long-term stress. o We have seen that stress reduces efficiency; however, it is possible to maximize efficiency by restoring confidence in one's abilities, including the ability to identify and reduce stress conditions. o In this module, we have so far primarily talked about individual strategies. Now let's look at some other stress management strategies.
Transparency 3.2.5	Show Transparency 3.2.5 and make the points below:

Assumptions Underlying Stress Reduction and Management

1. Help must be offered *before* workers become disabled
2. Acknowledge the presence of stress *before* it leads to more stress

	o Workers should not have to suffer to the point of developing all the symptoms of long-term stress and becoming disabled before any effort is made to help them.

Materials/ Equipment	Sequence/Activity Description

- Society, the employer, and the worker all tend to deny long-term stress; we must break through this denial before the stress breaks the worker.

Transparency 3.2.6

Show Transparency 3.2.6 and make the points below:

Improving Managerial Practices

1. Support constituent groups
2. Institute methods for early identification of problems
3. Employ resource people as counselors
4. Provide opportunities for sabbaticals and re-training
5. Prepare for employment in schools
6. Treat symptoms and illnesses immediately

- There are several strategies for improving school climate and dealing with stress among personnel.
- Find ways of being supportive while helping constituent groups--teachers, administrators, parents, students--and others adapt to change. Provide space, time and structure for airing problems, thereby assisting people to recognize they are not alone in their reactions.
- Develop cohesiveness among workers and their colleagues, even though they may be competing with each other for promotions or favored shifts or the like. Spread the wealth, or, put another way, try to balance the rewards offered. Everyone needs and deserves a boost, whether it be a swivel-chair, an interesting book on a special hobby, or release from nonessential responsibilities for one week.
- Institute methods of early identification of problems so that workers who have reached the end of their rope can seek help. Regular "check-ups" with medical and other health specialists should be encouraged or accessed if requested.

Materials/ Equipment	Sequence/Activity Description

- o If the sources of help are institutionalized, workers may be more likely to recognize their own problems and be better able to ask for help without feeling themselves stigmatized as inadequate. Literature on the topic of stress, tension-related illnesses, and short- and long-term relief strategies should be in lounges, libraries, and offices.

- o The very establishment of resources should indicate that there is no stigma attached to the need for relief from the stresses of these jobs.

- o Specially trained persons can work with the victims of these systems situationally rather than on the basis of their personalities, because the symptoms we have been describing result from the situation in which the workers find themselves.

- o Deal with the problem in a manner that does not say to the worker, "There is something wrong with you." In fact, there is something wrong with the system; and workers caught in it need the reassurance that it is normal and reasonable to feel the effects of the stress under which they have been placed.

- o Provide legitimate ways out for the worker:

    (1) For some, sabbatical leave at regular intervals would probably be sufficient to allow recovery from the immediate effects of stress and to enable a return to the job with restored equilibrium.

    (2) For others, the need may be for a change of occupation. This could be related to current work, or quite different. It might also mean doing full-time what one may already be doing part-time, such as tailoring or editing.

    (3) This means providing for either time off with pay for some specified period or retraining with pay, with some assurance that there will be job opportunities.

    (4) Sabbaticals and retraining in a new field should not be available only to those who can afford to go without pay for an extended period. Community agencies, including schools, have information about federally supported adult education and higher education programs.

- o It is also important to remember the interpersonal aspects of stress reduction. These have been summarized as three basic principles:

Materials/ Equipment	Sequence/Activity Description
Transparency 3.2.7	Show Transparencies 3.2.7, 3.2.8, and 3.2.9.

Summary of Principles of Stress Reduction

1. *Find your own stress level —*

   the speed at which you can run toward your own goal. Make sure that both the stress level and the goal are really your own, and not imposed by society for only you yourself can know what you want and how fast you can accomplish it.

By Hans Selye, from *Information Please Almanac*, 1979.

Transparency 3.2.8

Summary of Principles of Stress Reduction

2. *Be an altruistic egoist.*

   All living beings [need] to look after themselves first. Yet the wish to be of some use, to do some good to others, is also natural.... You must be useful to others. This gives you the greatest degree of safety, because no one wishes to destroy a person who is useful.

By Hans Selye, from *Information Please Almanac*, 1979.

Materials/ Equipment	Sequence/Activity Description
Transparency 3.2.9	

Summary of Principles of Stress Reduction

3. *Earn thy neighbor's love.*

This is a contemporary modification of the maxim "Love thy neighbor as thyself." It recognizes that all neighbors are not lovable and that it is impossible to love on command.

By Hans Selye, from *Information Please Almanac*, 1979.

Conditions Precipitating Long-Term Stress	
Teachers	**Prison Guards**
With Charges	
Disorder associated with unruly students	Disorder of uncontrolled and uncontrollable inmates
A single uncontrollable child whom they must keep	A harassing inmate
The threat of violence against them by a student	The threat of violence against them by inmates
The experience of violence against them	The experience (not expecting it) of violence
Their inability to retaliate or punish	Their inability to retaliate or punish in kind
With Co-workers	
Competition for choice slots and assignments	Competition for choice slots and assignments
Personality clashes which would have taken place in any setting	Personality clashes which would have taken place in any setting
Paranoid problems--suspicions of plotting either against self or being accused of plotting against others	Paranoid problems--fear they will not be backed up or protected by their co-workers or that inmates are plotting against them
Belief that they are being excluded	Belief that they are being excluded
With Superiors	
Favoritism	Favoritism
Claims of harassment--pressure to perform--better--differently--criticism--to do things that teacher can't do	Claims of harassment--pressure to perform--better--differently--criticism
Pressure designed to force them to resign or transfer	Pressure designed to force them to resign or ask transfer
Demands for favoritism to certain students	
Changes of assignments--from low duration contact to high duration contact	Changes of assignments--from low duration contact to high duration contact--(with dangerous prisoners)
No backing when problems with parents	No backing when attacked or goaded by inmates
With parents: fear of attack--relentless criticism--uncooperative in disciplining child	With public: problems with visitors, protestors, press, parents

Course 3 - School Climate

Module 3.2 - Stress Assessment and Management

Worksheet I-D 3.2.1

Participant Worksheet

Social Readjustment Rating Scale*

Rank	Life Event in Past Year	Value	Your Score
1.	Death of spouse	100	
2.	Divorce	73	
3.	Marital separation	65	
4.	Jail term	63	
5.	Death of close family member	63	
6.	Personal injury or illness	53	
7.	Marriage	50	
8.	Fired from job	47	
9.	Marital reconciliation	45	
10.	Retirement	45	
11.	Change in health of family member	44	
12.	Pregnancy	40	
13.	Sex difficulties	39	
14.	Gain of new family member	39	
15.	Business readjustment	39	
16.	Change in financial state	38	
17.	Death of close friend	37	
18.	Change to different line of work	36	
19.	Change in number of arguments with spouse	35	
20.	Mortgage over $10,000	31	
21.	Foreclosure of mortgage or loan	30	
22.	Change in responsibilities at work	29	
23.	Son or daughter leaving home	29	
24.	Trouble with in-laws	29	
25.	Outstanding personal achievement	28	
26.	Husband/wife begins or stops work	26	
27.	Begin or end school	26	
28.	Change in living conditions	25	
29.	Revision of personal habits	24	
30.	Trouble with boss	23	
31.	Change in work hours or conditions	20	
32.	Change in residence	20	
33.	Change in schools	20	
34.	Change in recreation	19	
35.	Change in church activities	19	
36.	Change in social activities	18	
37.	Mortgage or loan less than $10,000	17	
38.	Change in sleeping habits	16	
39.	Change in number of family get-togethers	15	
40.	Change in eating habits	15	
41.	Vacation	13	
42.	Christmas	12	
43.	Minor violations of the law	11	

* From Holmes, T.H., & Rahe, R.H. Journal of Psychosomatic Research 11 1967: 213, Table 2.

Course 3 - School Climate

Module 3.2 - Stress Assessment and Management

Worksheet I-D 3.2.2

Participant Worksheet

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Steps to Reduce Stress		
My Responses to the Stressor	Physical	
	Behavioral	
	Emotional	
Stressor		

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Course 3 - School Climate

Module 3.2 - Stress Assessment and Management

Background I-D 3.2.1.

Background Materials

Excerpts from "Long Term Work Stress in Teachers and Prison Guards"

The following are excerpted portions of an article, "Long-Term Work Stress in Teachers and Prison Guards," by Carroll M. Brodsky, M.D. The article, published in the Journal of Occupational Medicine, February 1977, is available in its entirety from the University of California School of Medicine, San Francisco, California 94143

> An increasing number of workers are filing claims alleging that the constant and cumulative stress of their jobs has caused them to become physically or mentally ill and socially disabled. The occupations of teacher and prison guard can serve as models of work environments that have been indicted by these claimants. These occupations are more similar than may appear on first consideration. While teachers are in "education" and prison guards are in "criminology," in a larger perspective both serve as caretakers or custodians of persons who are in their charge not by choice, but by force of law. The resulting relationships between caretakers and their charges are quite similar. Schools have become, in some sense, prisons.
>
> The caretaker in both institutions serves society as a buffer in a setting characterized by conflicting expectations or demands. This position produces tension and illnesses that are in effect occupational hazards. The students or convicts, who may experience the same tensions as the custodians, communicate their distress through passive resistance, passive-aggressive behavior, or threats of violence and physical attack on their caretakers. The need to contain such behavior and the actual danger of physical harm compound the caretaker's discomfort. Frequent changes in organizational structure, in goals and objectives, and in rules make it difficult for teachers and guards to be secure about their own positions.
>
> Contemporary schools and prisons thus represent institutions that are located at a point where public policy and occupational medicine intersect. The mental health of the employees affects the function and welfare of the institutions and their charges, while the culture of the institutions determines the well being of the employees. . . . Until new methods are developed in the fields of education and criminology, society will use those who staff both institutions as buffers between itself and the institutional problems.
>
> The development of new methods is hindered by the fact that society has not really made up its mind how to treat these institutions and the groups they contain. It does not know whether it wants to be kind to children, to educate them to be independent thinkers or merely to train them to fill positions in the economic structure. Because of this indecision, the schools are asked to do all these mutually exclusive things simultaneously. These contradictory expectations place teachers in a very awkward position. They have to keep the children under control but they also have to educate them; they have to teach children

to obey authority unquestioningly but they also have to develop their intellectual independence. Moreover, they often are not given sufficient resource materials and administrative support for any of their roles.

. . . At the same time both schools and prisons are becoming more volatile places, with students and prisoners more often acting out their anger and other pent-up feelings. Teachers and prison guards are the most convenient and visible manifestations of the system against whom these aggressions are directed and so they become the targets for this acting out of feelings.

. . . Finally, teachers and prison guards serve not only as buffers but also as scapegoats. Society cannot easily accept the problems related to change or the failure of the remedies it designs to correct obvious ills in its institutions. Because they are in the position of implementing new policies, many of which are social experiments attempting to render schools and prisons more serviceable to society, teachers and guards are the most convenient focal points for society's blame if the policies are unsuccessful.

Conditions Precipitating Long-Term Stress	
Teachers	Prison Guards
With Charges	
Disorder associated with unruly students	Disorder of uncontrolled and uncontrollable inmates
A single uncontrollable child whom they must keep	A harassing inmate
The threat of violence against them by a student	The threat of violence against them by inmates
The experience of violence against them	The experience (not expecting it) of violence
Their inability to retaliate or punish	Their inability to retaliate or punish in kind
With Co-workers	
Competition for choice slots and assignments	Competition for choice slots and assignments
Personality clashes which would have taken place in any setting	Personality clashes which would have taken place in any setting
Paranoid problems--suspicions of plotting either against self or being accused of plotting against others	Paranoid problems--fear they will not be backed up or protected by their co-workers or that inmates are plotting against them
Belief that they are being excluded	Belief that they are being excluded
With Superiors	
Favoritism	Favoritism
Claims of harassment--pressure to perform--better--differently--criticism--to do things that teacher can't do	Claims of harassment--pressure to perform--better--differently--criticism
Pressure designed to force them to resign or transfer	Pressure designed to force them to resign or ask transfer
Demands for favoritism to certain students	
Changes of assignments--from low duration contact to high duration contact	Changes of assignments--from low duration contact to high duration contact--(with dangerous prisoners)
No backing when problems with parents	No backing when attacked or goaded by inmates
With parents: fear of attack--relentless criticism--uncooperative in disciplining child	With public: problems with visitors, protestors, press, parents

. . . An operational definition [for long-term stress] emerges. It involves awareness--the antithesis of smooth, automatic function. Stress is the awareness of awareness, the recognition that one is not functioning automatically, together with the suspense and anxiety that accompany this state. It is the fear that one will never again experience the peace of automatic function. It is the awareness of threat from the outside or turbulence within that was formerly not present. It is anger at those who have caused this pain. . . . We must ask whether such awareness represents illness or health, mental aberration or good sense. We must ask whether we should reinforce it or try to cure it.

Long-term stress is completely different [from short-term stress]. It is neither temporary nor intermittent but arises from structural conditions that have no prospect of termination. Long-term stress causes changes that develop in several stages. First, there is awareness of conflict on the job. Most workers have had conflicts on the job or have been unhappy with certain aspects of their work. Any single problem is usually seen as transient. At some point, the worker begins to believe the problem is not an isolated or transient one but is inherent in the work situation itself, and he sees no hope for change.

. . . Summary of the Process
Long-term stress is present in the work situation when several or all of the following ingredients are present:

1. The job is one in which the goals or objectives are contradictory, lines of support are ill defined, and there is role ambiguity. There is no hope for improvement.
2. Superiors are in much the same position as subordinates.
3. The consumers of the services are uncooperative and unappreciative or actually threaten violence to the worker.
4. A triggering event occurs that makes the worker aware of his vulnerability and at the same time feel isolated.
5. Internal and external forces are present that make it difficult or impossible for the worker to resign.
6. Physical and psychological symptoms appear and progress in severity.

Teachers and prison guards are not the only persons suffering from long-term work stress. The above model pertains to other occupations as well, but is different from that of the pressure experienced, for example, by air traffic controllers. The distressing work relationships that are outlined here represent a condition in which the victim is overwhelmed more by his unhappiness, anger, dissatisfaction, and apprehension than he is by the demand for performance.

. . . One of the needed changes is better managerial practices. This would involve finding ways of taking into account the fragility of people under stress and of being supportive of them while helping them adapt to change. It would require the development of cohesiveness among the affected workers and their colleagues, even though they may be competing with each other for promotions or favored shifts or the like. Part of the problem is that the institutions involved have not been able to develop a balance between prisoners' rights and guards' working conditions, students' rights and teachers' working conditions. At present, administrators seem to avoid these issues simply by picking on the weakest individuals in either group, the very ones who can least tolerate being targets.

Better managerial practices would include methods of early identification of problems so that a teacher or guard who has reached the end of his or her rope can seek help. If the sources of help are institutionalized, workers may be more likely to recognize their own problems and be better able to ask for help without feeling themselves stigmatized as inadequate. In fact, the very establishment of resources should indicate that there is no stigma attached to the need for relief from the stresses of these jobs.

Resources should include specially trained persons who can work with the victims of these systems situationally rather than on the basis of their personalities. Of course, everyone has some personality problems, but the symptoms we have been describing result from the situation in which the workers find themselves. There may be some need in an individual case to consider the person's ways of relating to others in order to understand the way in which the situation has affected him, but the important thing is to deal with the problem in a manner that does not say to the worker, "There is something wrong with you." In fact, there is something wrong with the system, and workers caught in it need the reassurance that it is normal and reasonable to feel the effects of the stress under which they have been placed.

Having recognized the existence of this long-term stress, management should provide ways out for the worker. For some, a sabbatical leave at regular intervals would probably be sufficient to allow them to recover from the immediate effects of stress and be ready to get back on the job with restored equilibrium. For others, the need may be for a change of occupation, and this should be made possible. . . .

Finally, sabbaticals and retraining should not be available only to those who can afford to go without pay for extended periods. When a worker can no longer tolerate the stress of being a social buffer, we should recognize the useful service the worker has given and provide time off with pay for some specified period or provide retraining with pay, with some assurance that there will be job opportunities in the new field. Workers should not have to suffer to the point of developing all the symptoms of long-term stress and becoming disabled before any effort is made to help them. The current system is too costly both to the individual and to society as a whole. Even though sabbaticals or career changes also are costly, they are probably less so and are certainly healthier for all concerned.

Common sense would seem to dictate that workers in stressful occupations be warned about the dangers of their jobs. We insist that those working with radioactive materials or with x-ray machines wear badges that will reveal exposure to excessive radiation. We should inform teachers and prison guards and others who are subject to long-term stress about the early indicators of overexposure. They should be directed to persons who can counsel them and their employers on how to relieve that stress. Symptoms and illnesses that have already developed must be treated. Society, the employer, and the worker all tend to deny long-term stress; we must break through this denial before the stress breaks the worker. Some employers fear that a health education program about the potentially harmful effects of the work will serve to produce disability through suggestion. One cannot discount this possibility, but denial of the risk does not diminish it. Instead it serves to mask working conditions and worker dysfunction that could be remedied.

Course 3 - School Climate

Module 3.2. - Stress Assessment and Management

Background I-D 3.2.2.

Background Materials

The Job Related Tension Index

The following items constitute the index:

1. Feeling that you have too little authority to carry out the responsibilities assigned to you.
2. Being unclear on just what the scope and responsibilities of your job are.
3. Not knowing what opportunities for advancement or promotion exist for you.
4. Feeling that you have too heavy a workload, one that you can't possibly finish during an ordinary workday.
5. Thinking that you'll not be able to satisfy the conflicting demands of various people over you.
6. Feeling that you're not fully qualified to handle your job.
7. Not knowing what your supervisor thinks of you, how he evaluates your performance.
8. The fact that you can't get information needed to carry out your job.
9. Having to decide things that affect the lives of individuals, people that you know.
10. Feeling that you may not be liked and accepted by the people you work with.
11. Feeling unable to influence your immediate superior's decisions and actions that affect you.
12. Not knowing just what the people you work with expect of you.
13. Thinking that the amount of work you have to do may interfere with how well it gets done.
14. Feeling that you have to do things on the job that are against your better judgement.
15. Feeling that your job tends to interfere with your family life.

Responses to items were reported on a simple 5-point Likert scale ranging from never (1) to nearly all the time (5).
(Kahn et al., 1964, pp. 424-425.)

"Role Strain: An Assessment of a Measure and Its Invariance of Factor Structure Across Studies." In Journal of Psychology, June 1978, pp. 321-328, V. 63, No. 3.

Course 3 - School Climate

Module 3.2 - Stress Assessment and Management

Background I-D 3.2.3

Background Materials

The Principal's Next Challenge: The Twentieth Century Art of Managing Stress

Walter H. Gmelch

Stress is a normal condition of living in today's complex society. It is a condition to which the school administrator is not immune. A formula for measuring stress and some strategies for dealing with it are offered here.

PRINCIPALS TODAY ARE faced with more pressure, more aggression, more change, and more conflict than ever before. It is now possible to cram much more into an administrator's day, thanks to computers, intercoms, dictaphones, and other "timesaving" devices which have measurably increased the stress of life.

Good or bad, stress is here to stay; brought to new heights by the twentieth century psyche. Every historic era can be traced by its characteristic ailments: the Middle Ages was dominated by the Great Plague and leprosy; the Renaissance was characterized by syphilis; the Baroque Era was marked by deficiency diseases such as scurvy and luxury diseases such as gout; the Romantic Period was linked with tuberculosis and similar ailments; and the nineteenth century—with its rapid industrialization and the development of cities—brought about general nervousness and neuroses

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NAASP Bulletin, 62, 415, February 1978.

And now we have the twentieth century, where tension headaches, high blood pressure, and peptic ulcers keep pace with the Dow Jones average, and where the oscillation of the economy can be traced by the ebb and flow of tranquilizer prescriptions (Gasner, 1976).

Why has stress become such a problem in this age of comforts and conveniences? Some believe it is in part a result of a loss of the social and spiritual supports which helped people of earlier times during hardship and suffering (McQuade, 1972); specifically, the loss of religious faith, the deterioration of the family unit, and the constant change and challenges to our traditions and customs.

Change, Stress, and Illness

One of the major factors contributing to our twentieth century stress disease is our future shocked society where people experience too much change in too short a time, where home is a place to leave or a place to keep up with the Joneses, where technology feeds upon knowledge and knowledge expands at a phenomenal rate, and where even friends don't last (Toffler, 1970). While change often brings prosperity, any event that changes one's life pattern or style, according to Holmes and Rahe (1967), also creates stress.

Over a period of 25 years Holmes and Rahe have identified and refined 43 common stress-producing experiences in life, including changes in family, occupation, personal relationships, finance, religion, health, and residence. They associate a weighted number from 100 to 11 with each event, according to its stress-producing potential. Numerous medical studies have indicated that the total number of life change units (LCU's) is predictive of changes in health.

For instance, if a person accumulated between 150 and 199 LCU's last year he may fall into what Holmes and Rahe call a mild life crisis in which there is 37 percent chance of appreciable change in health during the following year. An LCU total of 200 to 299 places one in a moderate life crisis where the odds are 50/50 that changes in health will occur. When the LCU count shoots above 300, 79 percent of the people Holmes and Rahe studied succumbed to illness. Thus, chances are four in five that the pace of life the previous year will soon catch up.

The reader may want to look down the list of events in the table, check the events that occurred during the previous year, and add up the total score. However, a few points should be kept in mind first, both pleasant (marriage) and unpleasant (divorce) life events can cause harmful stress; second, no one can escape, nor does anyone necessarily want to escape all these crises, since to some degree stress is life; and, third, due to differing abilities to cope, the same event does not have the same impact on all individuals.

Social Readjustment Rating Scale*

RANK	LIFE EVENT	MEAN VALUE
1	Death of Spouse	100
2	Divorce	73
3	Marital Separation	65
4	Jail Term	63
5	Death of Close Family Member	63
6	Personal Injury or Illness	53
7	Marriage	50
8	Fired at Work	47
9	Marital Reconciliation	45
10	Retirement	45
11	Change in Health of Family Member	44
12	Pregnancy	40
13	Sex Difficulties	39
14	Gain of New Family Member	39
15	Business Readjustment	39
16	Change in Financial State	38
17	Death of Close Friend	37
18	Change to Different Line of Work	36
19	Change in Number of Arguments with Spouse	35
20	Mortgage over $10,000	31
21	Foreclosure of Mortgage or Loan	30
22	Change in Responsibilities at Work	29
23	Son or Daughter Leaving Home	29
24	Trouble with In Laws	29
25	Outstanding Personal Achievement	28
26	Wife Begins or Stops Work	26
27	Begin or End School	26
28	Change in Living Conditions	25
29	Revision of Personal Habits	24
30	Trouble with Boss	23
31	Change in Work Hours or Conditions	20
32	Change in Residence	20
33	Change in Schools	20
34	Change in Recreation	19
35	Change in Church Activities	19
36	Change in Social Activities	18
37	Mortgage or Loan Less than $10,000	17
38	Change in Sleeping Habits	16
39	Change in Number of Family Get-Togethers	15
40	Change in Eating Habits	15
41	Vacation	13
42	Christmas	12
43	Minor Violations of the Law	11

*From Holmes, T. H. & Rahe, R. H., Journal of Psychosomatic Research, Volume II, 1967, pp. 216, Table III.

What was your score? The Social Readjustment Scale does not mean the same to everyone. According to many scientists the LCU-illness relationship is suspect due to sources of measurement error (selective memory either for purposes of denial or illness justification), genetic

influences, personal perceptions as to what is truly stressful, and differences in our abilities to cope (Rabkin and Struening, 1976).

Your score should be used as an indicator that maybe something should be done to alleviate or postpone any major events contemplated for the future. Adaptive energy is depleted when individuals have to cope with several stress producing events during the same year. Since the store of energy from which to respond to these situations is finite, the LCU total generally indicates the amount of energy used up in a year coping with the total life changes.

Some people are more susceptible to changes, stress, and illness than others. For example, what about the principal who, due to outstanding performance (28 LCUs) was offered a superintendent position (36 LCUs) with new job responsibilities (29 LCUs) and a large salary increase (38 LCUs). This promotion may have also precipitated moving into a new area (20 LCUs), buying a new home (30 LCUs) with a large mortgage (31 LCUs), and many changes in living conditions (25 LCUs) and social (18 LCUs), church (19 LCUs) and recreational activities (19 LCUs). At this point the needle has already moved into the danger zone (296 LCUs). To this add a particularly stressful vacation and our principal superintendent may be in for a serious change in health.

Does this all sound a little far fetched? Not so. In a recent query of administrators new to their positions this year, 70 percent have already reached the moderate to major life crisis state. In fact, one colleague in his second year of administration racked up 547 LCU's last year. Have they all fallen ill? No, not categorically, but those with less ability to cope with stress are cognizant that although they may not be able to control all events, this year may not be the best time to consider other major changes in their lives.

Still not accounted for is the everyday sensory bombardment principals subject themselves to by reading sensationalized newspapers, watching violence on television, and breathing polluted air. In sum, everyone, to some extent, is caught in a great paradox. Life depends on growth, growth creates change, change consumes our adaptive energy, energy is finite, and when energy is exhausted we fall ill. To eliminate change would be to eliminate self development and life, for change is not necessary to life, it is life.

How To Cope with Stress

The search for coping methods usually begins with consulting the experts in the field. When we have a problem with our child we read Spock, our love life, we read Fromm, and our stress life, we read Friedman (1974). After all, don't we expect Dr. Spock to be a good father, Dr. Fromm to be a good lover, and Dr. Friedman to behave like a relaxing Type B? Unfortunately, experts tend to write about their hang ups as consistently as we consult them about ours.

There are no simple solutions to the problems created by undue stress. What we read, experience, and try all provide helpful insights. The real ability to cope is a very personal matter. What works best for many may not be the answer for all. Some research efforts have been made to dichotomize coping into effective and ineffective techniques (Howard, Rechnitzer, and Cunningham, 1975). Such normative distinctions, however, tend to view a very complex process too superficially or simplistically.

To end the discussion by saying there are no recognized coping techniques applicable to almost all would be misleading and unjust. A few methods which should be helpful to principals are briefly outlined below.

Learn to cope with stress through managing time.

Of the stress faced by administrators none is so pervasive as the stress of time. Setting aside time daily for the organization and planning of tasks helps to substitute the fragmented administrative life with "blocked off" periods for contemplative thought and rational problem solving. Other techniques can also be helpful in controlling the open door paradox, constant telephone interruptions, and drop in visitors.

Manage by objectives, not by the obvious.

Establishing clear, detailed objectives helps to eradicate many of the ambiguities of the principalship and eliminates confusion by giving a definite sense of direction. The day will not be muddled through haphazardly if the principal prioritizes objectives daily so important issues are addressed first. While objectives can reduce needless tension, the timelines and due dates of goals also create strain. Hopefully, a system of objectives will replace anxiety created by unplanned activities with "constructive" tension.

Build mini-vacations into the day.

While taking time off for physical sickness is considered appropriate, people never seem to find the time or reason to rest from mental fatigue or stress attacks. The need for relief may not always coincide with the 10:00 a.m. coffee break or the TGIF parties. Rest is needed during the day or week, although this may seem absurd to the 65 hour, seven working day a week person.

Breaking the daily routine with a midday walk to clear the mind, a change in lunch schedules, a chat on the phone with spouse and children, and a stroll through a nearby library or museum are healthy means of breaking the eight-to-five stress cycle. Dr. Stern suggests taking a mini-

vacation in your mind while sitting at your desk by means of "meto imagery" or the constructive art of daydreaming and fantasizing (Howard Rechtzer, and Cunningham, 1976). By recreating pleasurable memories and recalling them at times of duress, pulse rate, adrenalin flow, and blood pressure all decrease. Everyone needs a tension reliever now and then whether by daydreaming or strolling. Those who see the mini vacation as a waste of time are usually those most in need of help.

Re-educate the school in the art of coping

In investing people to accept and carry out the challenges of education, principals must accept the responsibility for minimizing the incidents of stress on others and training them to cope with the tensions of the job. The purpose of training would be to modify and augment employee's awareness and response repertoire. Paddock (1972) points out: "If under stress, a [person] goes all to pieces, [he] will probably be told to pull [himself] together. It would be more effective to help [him] identify the pieces and understand why they have come apart."

A stress for which an employee is adequately prepared causes normal tension and a desire for action. But, how does a principal prepare staff members when he isn't equipped himself? Perhaps this is an area which should be delegated to inservice for assistance. Several national centers such as the Menninger Foundation and New York City's Strange Clinic and Stress Control Center in addition to local stress clinics have been specifically designed for preventive medicine and anxiety training.

Know the limitations of administration

Few principals know their own limitations, which is why so few people live long enough to happily reminisce about past accomplishments. Principals need to learn to accept the fact that administration has its limitations. Changes cannot be made over night, and some changes cannot be made at all. Many circumstances are beyond their control. As the age old adage suggests, we should seek:

The courage to change
the things we can,
The serenity to accept
those we cannot,
And the wisdom
to know the difference.

Knowing what can be done in a set amount of time reduces the uncertainty of tasks and the stressfulness of the job. Instead of recognizing Murphy's Second Law (everything takes longer than you think), managers

generally attempt too much for too many people with unrealistic time estimates (Mackenzie, 1975). Any one of a number of reasons may contribute to this: lack of planning, over sense of responsibility, inability to set priorities, high need for achievement, and misunderstanding of job responsibilities. What probably needs to be done is to promise a little bit less than one believes can be achieved.

The principal, like Caesar, tries to be all things to all people. He should be re-educated in the discipline of humanology: the art of measuring the physical and psychological limitations and capabilities of people (Page, 1966). Only through planned self analysis can he have any hope of reducing stress. Looking back at past experiences he needs to get in touch with what was done well, what not so well, what was frustrating, what was fun, what was challenging, what was boring, what created tension, and what provided fulfillment. From such retrospection many latent talents may be rediscovered as well as limitations unveiled. The new awareness will allow concentration on capabilities and delegation of limitations to those more qualified. If a principal is weak in curriculum development, he should admit such shortcomings and hire a vice principal who is strong in that area.

Establish and update life goals

Whether in business, industry, government, or education, almost all organizations emphasize the importance of management by objectives (MBO). But how many "live by objectives" (LBO)? Many states mandate school boards to establish goals for their districts. Surprisingly, few of the districts' leaders and managers have done so themselves.

Delinquency in self management contributes to the fact that half of all working people are unhappy with their careers. They discover too late that a change was needed long ago, when there is neither the time nor energy to undertake a redirection. Even in their early 30s, for example, many professionals are starting to question whether they are in the right place and don't know if their upward striving was worth it or not. More tragic are the accounts of principals led to pastures without any retirement programs to sustain their vitality and interest. A little poem expresses this point so well:

If you hold your nose to the grindstone rough,
And hold it down there long enough,

You'll soon forget there are such things
As brooks that babble and birds that sing!

These three things will your world compose,
Just you, and a stone, and your dam old nose!

If I had life to live over, I'd pick more daisies.

Principals should pick daisies before they start pushing them up.

The coping strategies outlined are only an introduction. Others can be cited and should be explored. It is up to each principal to determine which strategy or combination of activities will provide the most effective daily defense against tensions and frustrations. If this article has succeeded in stimulating awareness and thoughts on stress, the mission has been accomplished.

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National Student Volunteer Program

Looking for information and assistance regarding high school student volunteer programs? If so, write to the National Student Volunteer Program, one program of ACTION, the federal agency for volunteer service.

NSVP offers publications, training seminars, and consultation for high school teachers and administrators involved in planning or managing student volunteer or service-learning programs.

Eight tuition-free training seminars are being offered this year. Transportation and living expenses are the only costs to participants.

For the dates and locations of the seminars, write: National Student Volunteer Program, 806 Connecticut Ave., N.W., Washington, D.C. 20525 or call toll free (800) 424-8580. If in the Washington area, call (202) 254-8370.

Course 3 - School Climate

Module 3.2 - Stress Assessment and Management

Background I-D 3.2.4

Background Materials

Background material is attached.

Coping With Stress in 1979

Hans Selye, C.C., M.D., Ph.D., D.Sc.

One of the pioneers of modern medicine, Dr. Hans Selye is world famous for his discoveries about stress. His research has opened new avenues of treatment through the discovery that hormones participate in the development of many maladies that he calls "diseases of adaptation" or "stress diseases." Now President of the International Institute of Stress in Montreal, he was Director of the Institute of Experimental Medicine and Surgery of the University of Montreal from 1945 to 1976. Dr. Selye is the author of 38 books and 1600 articles, a Fellow of the Royal Society of Canada, and an Honorary Fellow of 43 other scientific societies around the world. The recipient of numerous awards for his contributions to science, he was invested Companion of the Order of Canada, the highest decoration awarded by his country, in 1968.

In his overview on general medicine for the previous edition of this Almanac, Dr. Baruch S. Blumberg said "perhaps the most striking recent advance in medicine has been the growing realization that much of the responsibility for health must now be assumed by the people themselves. . . . In a recent national health survey, it was noted that most current illness in the United States is a consequence of the unhealthy habits of the patients."

This is particularly true of the methods designed to cope with the stress of daily life. As the president of the Rockefeller Foundation, Dr. John H. Knowles, pointed out in his remarkable book on health in the United States, *Doing Better and Feeling Worse*, we are doing better in the conquest of contagious diseases, infant mortality, and the development of technologies that extend life. Expenditures for health care in the United States have tripled in 10 years from $39 billion in 1965 to $119 billion in 1975, and yet most people are not happier and do not feel better. "The point is," he says, "most of the bad things that happen to people are at present beyond the reach of medicine." But he was careful to emphasize that they are *not* beyond the reach of individuals who try to supplement what medicine has to offer by taking the time and trouble necessary to learn how they can help themselves.

Of course, inevitably we will profit from the enormous progress made in the recognition and treatment of identifiable diseases of the body by modern medicine and surgery, but this is not enough. Now, the greatest challenge faced by the healing professions is to teach people how to live in a way that satisfies them without hurting others. I believe we can achieve this most effectively through the development of a code of behavior that assists us in coping with the stress of life in our increasingly "civilized" world.

I admit that I am prejudiced in favor of stress research, for I have worked in this area ever since I wrote the first paper on the stress syndrome in 1936. Then, I tried to demonstrate that stress is not a vague concept, somehow related to the decline in the influence of traditional codes of behavior, dissatisfaction with the world, or the rising cost of living. Rather, it is a clearly definable biological and medical phenomenon whose mechanisms can be objectively identified and with which we can cope much better once we know where the trouble lies.

Today, everyone talks about stress, but only a few people know exactly what it is. It is hard to read a newspaper or watch a television program without hearing about stress, and literally hundreds of people now lecture and write about it. They are ever ready to give advice, usually based on the teachings of an Eastern guru or Western "stressologist"—advice that works well just as long as one has absolute faith in the master's divine infallibility.

Far be it from me to suggest that such teaching has nothing to offer, but not all of us can be helped by the same teacher, and there are so many of them around that you could spend your entire life shopping for one that suits you. In any event, if you *do* succeed in finding such a "healer," you may still lose faith in what you originally thought was the creed that perfectly suited your needs, or you may "just not have the time" to follow the recommended prescription—which is another way of saying that you no longer believe it to be the best and shortest way to happiness.

There *are* alternatives. During recent years, considerable progress has been made in comprehending and controlling stress through classical scientific techniques. The results are of immense practical value for further improving the understanding of stress mechanisms by scientists, and for the treatment of certain stress-induced derangements by competent physicians.

Clearly, since 1936 a great deal of progress has been made in identifying the mechanisms of stress induced bodily responses. At first, we knew only that they are not sudden, momentary changes provoked by nervous tension but rather non-specific, adaptive responses to the need for coping with demands of any kind, be they psychic (fear, frustration, pain, grief, job pressures, marital discord) or somatic (surgical operations, burns, loss of blood). Of course, bodily injuries also cause psychic arousal and excitement; nevertheless, the *actual, measurable* changes characteristic of stress as such are obvious, even in deeply anesthetized patients or experimental animals which are not conscious of any potentially painful or threatening situation.

However, if the troublesome "stressors" (stress-producing agents) last for weeks, months, or years, these adaptive reactions progress from the first stage of *general alarm* (so termed because it was visualized as a "call to arms" of all defense mechanisms) to the stage of *resistance*, during which we learn to deal better with the demands made upon us. The bodily expressions of exposure to stress—the visible organ changes or measurable alterations in the stress hormone content of our blood—tend to disappear. Yet our adaptability (or adaptation energy) is not infinite. Everyone breaks down sooner or later, depending upon his or her innate resistance and the intensity of the stress situation itself. If breakdown occurs, the stage of *exhaustion* is reached, the final breakdown which ends in death. This entire three-stage response to stressful situations has been called the *general adaptation syndrome* (G.A.S.).

It was clear from the outset that hormones, especially those of the pituitary (hypophysis) and the adrenals, play an important role in this response. If these glands are removed in experimental animals, or if excessive stress occurs in a person whose pituitary or adrenals have been incapacitated, the whole reaction is totally deranged and adaptation enormously diminished.

It was also clear that the nervous system plays a role, especially by starting the whole chain of events, because the pituitary receives its impulses almost exclusively from the base of the brain (hypothalamus) to which it is attached. However, both nerves and blood vessels descend to the pituitary through its stalk, and much more work was necessary in subsequent years to prove that if you cut the stalk, the adaptive mechanism is deranged almost as much as if you remove the pituitary entirely.

From the practical point of view, perhaps the most important subsequent observations were made during the 1940s. It was found that if the organs involved in resistance to stress are malfunctioning, diseases develop. These maladies are not so much due to what happens to us but to our inability to adapt, and they have therefore been called "diseases of adaptation." The most common among them are peptic ulcers in the stomach and upper intestine, high blood pressure, heart accidents, and nervous disturbances. Of course, any event makes demands upon us and, once, causes some stress, but it is only people who cannot cope, either because of innate defects or lack of knowledge, who develop stress diseases.

We must also distinguish between the stress-producing agents (or stressors) that cause suffering or distress and the events that we appraise as pleasant because they give us satisfaction and happiness. (You also have to adapt yourself to the unexpected news of suddenly having become a multi-millionaire or having found the girl you always dreamed of!) They produce what we technically call *eustress* (*eu* = good, pleasant, as in euphonia, euphoria). Curiously, eustress rarely causes maladies and often actually counteracts the bad effects of distress. There are cases on record where people have died suddenly when faced with the news of a particularly pleasant, unexpected event; as a rule, however, the damage caused by eustress is negligible. After all, pleasure and satisfaction are what we want in life.

In this short essay, it is impossible to give a meaningful sketch of all that has been learned about the structure of the hormones, the nerve pathways mediating the

medicines that have been developed to combat stress, and the diagnostic aids that this approach has offered. Nevertheless, the medical, chemical or microscopic approach to the problem has been extremely fruitful.

Since the very first description of the G.A.S.—general adaptation syndrome—the most important single discovery was made only recently. It showed that the brain produces certain simple chemical substances closely related to the adrenal-stimulating or *adrenocorticotrophic hormone* (ACTH). These substances have morphine-like, pain-killing properties, and since they come from the inside *(endo)*, they have been called *endorphins*. (I am especially proud that one of my former students, Dr. Roger Guillemin, was one of the three American scientists who shared the 1977 Nobel Prize for this remarkable discovery, although it was made quite independently of me at the Salk Institute.) The endorphins have opened up an entirely new field in medicine, particularly in stress research. Not only do they have anti-stress effects as pain-killers, but they also probably play an important role in the transmission of the alarm signal from the brain to the pituitary, and their concentration is especially high in the pituitary itself.

Significant breakthroughs have also been made with the discovery of tranquilizers and psychotherapeutic chemicals to combat mental diseases. These have reduced the number of institutionalized mental patients to an unprecedented low. Also worth mentioning are the enormously potent anti-ulcer drugs that block the pathways through which stress ulcers are produced.

However, all these purely medical discoveries are applicable only by physicians, and the general public cannot use them in daily life without constant medical supervision. Furthermore, most of these agents are not actually directed against stress but rather against some of its morbid manifestations (ulcers, high blood pressure, heart accidents). Therefore, increasing attention has been given to the development of psychological techniques and behavioral codes that anybody can use after suitable instruction to adjust to the particular demands made by his life.

Among these *not* strictly medical approaches are the *relaxation techniques*. We should spend a little time each day at complete rest, with our eyes closed, our muscles relaxed, breathing regularly and repeating words that are either meaningless or heard so often that they merely help us not think of anything in particular. This is the basis of transcendental meditation, Benson's relaxation technique, and an infinite variety of other procedures. They have been given to us by religion, from the most ancient faiths up to the Eastern sages and contemporary theologies, and include reciting the litany or standard prayers in the quiet and elevating atmosphere of a house of worship, with tranquilizing music. These practices should not be underestimated merely because science cannot explain them; they have worked for so long and in so many forms that we must respect them.

More recently, *biofeedback* has added a great deal to the psychological approach. A number of highly sophisticated instruments have been developed that inform us constantly about changes characteristic of stress, for example, blood pressure, pulse rate, body temperature, and even electrical brain waves. We do not yet have a scientific explanation for biofeedback, but if you learn to identify, instinctively or through instrumentation, when you are under stress, you can automatically avoid, or at least reduce, it.

Of course, the most important thing we must do is to live happily, and so each of us needs to develop a code of behavior that helps to achieve this. It will never be possible to discover a code or philosophy of conduct equally applicable to everybody. Any code has to be adjusted to the person involved, for we are all different.

After 40 years of research in laboratories and clinics, scientists have found enough evidence to justify trying to develop a code of behavior based only on the laws of Nature. These laws are eternal and applicable to everybody regardless of race, sex, religion, or national and political loyalties. They are equally applicable to everybody because all of us are products of Nature. They are also eternal. Water boils at 100°C at sea level; it always has and always will. These laws apply to body and mind, but we need much more scientific work to learn how to apply them in daily life and to make them easily understandable to everyone.

After four decades of clinical and laboratory research, I would to summarize the most important principles briefly as follows:

1. *Find your own stress level*: the speed at which you can run toward your own goal. Make sure that both the stress level and the goal are really your own, and not imposed upon you by society, for only you yourself can know what you want and how fast you can accomplish it. There is no point in forcing a turtle to run like a racehorse or preventing a racehorse from running faster than a turtle because of some "moral obligation." The same is true of people.
2. *Be an altruistic egoist*. Do not try to suppress the natural instinct of all living beings to look after themselves first. Yet the wish to be of some use, to do some good to others, is also natural. We are social beings, and everybody wants somehow to earn respect and gratitude. You must be useful to others. This gives you the greatest degree of safety, because no one wishes to destroy a person who is useful.
3. *Earn they neighbor's love*. This is a contemporary modification of the maxim "Love thy neighbor as thyself." It recognizes that all neighbors are not lovable and that it is impossible to love on command.

In my first book for the layman, I tried to condense several thousand scientific articles and two dozen books into 324 pages—which may still have been too long and too technical. Perhaps two short lines can summarize what I have discovered from all my thought and research:

Fight for *your* highest *attainable* aim,
but do not put up resistance in vain.

650
681
71

Course 3 - School Climate

Module 3.2 - Stress Assessment and Management

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Student Stress

Why You're Uptight and What To Do About It

by RICHARD K. REIN

You hardly need to be an expert to recognize that teenagers endure more than their share of stress. A psychologist at Temple University, James F. Adams, once surveyed several thousand teenagers to find out what troubled them. Their responses ranged from school to personal finances, and included everything in between: getting along with others, moodiness, finding a job, deciding on a vocation, health problems, moral problems, relations with parents and siblings.

So what *doesn't* trouble teenagers? The truth is that high school students are subject to stress no matter which way their lives turn. Psychologists have found that feelings of happiness and optimism alternate with feelings of depression and hopelessness in normal teenagers as well as those experiencing mental illness.

Now, as scientists grow increasingly concerned about the role of stress in diseases attacking the adult population—such as hypertension, strokes and heart attacks—some researchers are looking more closely at the stresses associated with late adolescence.

"The stresses that teenagers face have always been enormous," says Patricia Carrington, a clinical psychologist and lecturer at Princeton University. "The teenager is going through great changes physically, of course. He tries very hard to cope with a world that's changing very fast. He tries to act cool, but at the same time is scared underneath. He doesn't know where he is going to fit in, who he is going to be, what he is going to be doing, and how the world will accept him. A teenager is in an in-between place—not yet adult but no longer a protected child."

Today's society places even greater pressure on teenagers, says Dr. Carrington. "They are supposed to act older sooner today than they once were. Adults as well as teenagers themselves assume that they are supposed to make out very well sexually, for example. But some don't, and that creates a special stress. Plus young people face increasing competition in getting into college or graduate school or finding a decent job."

Teenagers respond to stress the same way adults and virtually all other animals do—by summoning what is known as the "fight or flight" response. Dr. Herbert Benson, associate professor of medicine at the Harvard Medical School, writes in his book *The Relaxation Response* (Morrow, $5.95): "When we are faced with situations that require adjustment of our behavior, an involuntary response increases our blood pressure, heart rate, rate of breathing, blood flow to the muscles and metabolism, preparing us for conflict or escape."

Sometimes this reaction is just what we need. For example, a certain amount of stress prepares us to do our best on examinations or in athletic contests. The trouble is that modern man elicits the fight or flight response in far more cases than it is actually needed. The involuntary response occurs not only in reaction to threats or problems, but also to any "environmental conditions that require behavioral adjustment," as Dr. Benson defines stress.

The evidence is strong that persistent stress can lead to high blood pressure, heart attacks and strokes. These diseases are commonly thought to be the problems of the old or middle-aged, but, writes Benson, they are "not only afflicting a growing percentage of the population but steadily finding their way into younger age groups."

Other evidence suggests that even short-term exposure to stress can cause disease or dysfunction in teenagers as well as adults. These problems include headaches, constipation, acne, menstrual problems, dizziness, shortness of temper, loss of appetite, depression and insomnia. Our everyday language suggests how much we relate stress to physical disorders. We talk of being "uptight," or "choking" on a particular problem, or of someone else being a "pain in the neck."

Predicting Stress: Life Changes

The notion that stress can lower our resistance to a broad range of diseases has been supported by statistical studies showing a correlation between the amount of stressful situations encountered and the incidence of any illness—mental or physical. At the University of Washington School of Medicine, psychologist Thomas H. Holmes and other researchers have developed a list of life changes and their potential for stress. Subsequent studies of Holmes' subjects showed that those with a high number of life changes got sick more often than those with low life change.

Several years ago that scale was modified to include stressful life changes common to teenagers. Martin B. Marx, associate professor in the Department of Community Medicine at the University of Kentucky, based his scale on perceptions of stress recorded by the Class of 1976 at Kentucky, as they entered college from high school. (See box on page 14.)

In follow-up interviews with these students, Marx reports, "We found some rather shocking results." The teenage respondents scored much higher on the scale than the adults surveyed by Holmes. A score of 300 or more on the Holmes scale represented a major life crisis and implied a high rate of illness. In Marx's study, the teenagers registered an *average* score of almost 900. "We had a population that had a risk of hurting themselves or someone else," Marx says. Even though the students proved more capable of handling this stress—Marx set 1,000 as the point beyond which one had experienced a major life change—the students had the same tendency as adults to get sick following periods of high stress. When we speak of someone going through "growing pains," we are not exaggerating.

Coping With Stress

Most life changes are beyond our control, but recognizing their presence can help us cope. Cheryl Hart, one of the stress researchers at the University of Washington, recommends this approach:

"Use your imagination to find more satisfying solutions and ways to accommodate the life changes. Pace yourself. You can anticipate some of the changes—try to plan for them. Look at the completion of one task as part of daily life and avoid overreacting to it. Finally, consider the risks. High life changes can cause more than just illness. Grades may drop, relationships may suffer, or other kinds of dysfunctional behavior may result."

Other things you can do to minimize the impact of stress include:

Seek comfort through friends. Marx is reviewing his data at the University of Kentucky to find out why some students with high life change did not get sick or demonstrate any dysfunctions. One possibility: "Social support systems—your friends, affiliations with clubs, church, or other organization, and possibly parents—can be very important in determining how people cope. Loners seem to be a greater risk," he says.

Set goals for yourself. "Also impor-

tant is the extent to which a young person is working toward a goal," says Marx. "One frustration for young people is that they are not really sure where they want to end up in terms of a career. Kids who have fixed goals seem to be better able to cope with stress."

Evaluate your attitude toward stress. Marx and other psychologists believe that the ability to cope with stress, or the inability to cope, may be a behavioral trait passed from one generation to another. "You can visualize how grandmother taught poppa how to cope and how poppa taught junior to cope," Marx says. "Some psychologists believe that we all may have what they call 'life scripts' worked out for us by our parents at a very early age. If that's so, then to cope with stress it may be necessary to break out of a life script that isn't paying off anymore. The trouble is that people may think their script is paying off even though it isn't."

Maintain a good diet. More than 20 years ago, when she first published *Let's Eat Right To Keep Fit*, Adelle Davis wrote: "Even though a diet contains all previously known nutrients and is adequate to support health under normal conditions, it can still be inadequate during conditions of stress.... All nutrients are needed in larger amounts during stress than under normal circumstances." In light of what we know now about the physiological effects of stress, that advice seems eminently sensible.

Other researchers believe that low blood sugar, which can be caused by over-consumption of sugar, coffee, tea, soft drinks and alcohol, may cause headaches, fainting spells, jitteriness, irritability or exhaustion. Alcohol, one should also realize, is not a tranquilizer. It is a euphoriant which may not ease tensions at all but rather make people more tense. No drugs, of course, should be taken to alleviate stress without the guidance of a physician.

Turn off the fight or flight response. One of the most promising ways to counter the effects of stress is through the practice of any of a number of forms of meditation. Physiological studies of meditators confirm that they experience a reversal of nearly all the conditions associated with the fight or flight syndrome: the heart beat slows down; the rate and volume of respiration decreases; the brain experiences an increase in the number of slow alpha waves. Meditators still react to stress, but their recovery from that reaction is more rapid than that of non-meditators.

Herbert Benson in *The Relaxation Response* describes one way to meditate. He suggests you begin by sitting quietly in a comfortable position. Then close your eyes and relax your muscles. As you breathe through your nose, become aware of your breathing and say the word "one" silently to yourself as you breathe out. Let your breath flow naturally. After 10 to 20 minutes stop saying the word "one" but keep your eyes closed and stay seated for several more minutes.

Benson advises a meditator not to be disturbed if outside thoughts intrude on his consciousness. They are bound to do so. The meditator should simply take a passive attitude toward them, and return to the effort of concentrating on the single word.

Some people believe that meditation need not follow a rigid schedule in order to be effective. Benson concedes that he meditates only sporadically, in times of stress. Princeton's Patricia Carrington, whose book, *Freedom in Meditation* (Doubleday), will be published in 1977, taught her students a meditation similar to Benson's. She then gave them five minutes to meditate before their final examination. "Eighty percent responded later that they liked meditating, that they thought it was helpful, and that they would like to be able to do it before all the exams," she says.

Carrington recommends using meditation strategically before or even during stressful situations. Once, while trapped in a traffic tie-up inside the Lincoln Tunnel leading to New York, Carrington calmed herself down by meditating in the car. Her only caution is that meditation not be overdone.

The relaxation response may be generated by physical as well as mental exercises. Yoga exercises, for example, are intended to make the mind concentrate on the body and its movements. Activities such as archery, flower arrangement, Aikido and Karate, and even rug weaving have been used to achieve relaxed awareness.

People who run or jog long distances report that they too feel a state of mental relaxation similar to that achieved in meditation. Some people have called jogging "yoga in motion." All these activities, as well as hobbies and vacations, are intended to "get our mind off things," or to "get our head together." Again our language may tell us more than we think. The advice is good not only for the mind but—as we have seen—for the body as well. S

Richard K. Rein, a former Time *correspondent, writes frequently for* People *and* Money.

How Much Stress Have You Experienced?

The following table ranks life changes in order of the amount of stress they cause teenagers. For *each* time one of the events listed below has happened in your life in the past year, add the stress value to your total. A score of less than 600 suggests a low life change and a small possibility of illness in the coming year; 600 to 1,000 points represents a medium change; anything exceeding 1,000 is high. A high score does not mean *you* will necessarily get sick. But it does mean that in a large sample of people like you, a substantial percentage will get sick.

You can minimize your risk of illness, researchers believe, by taking extra precautions in times of high life change. The average score of entering freshmen at the University of Kentucky in 1972, for whom this scale was based, was 891. The highest score was 3,890.

Event	Stress Value
Death of spouse	100
Divorce (of yourself or parents)	73
Pregnancy (or causing pregnancy)	68
Marital separation	65
Jail term	63
Death of close family member	63
Broken engagement	60
Engagement	55
Personal injury or illness	53
Marriage	50
Entering college	50
Varying independence or responsibility	50
Conflict or change in values	50
Drug use	49
Fired at work	47
Change in alcohol use	47
Reconciliation with mate	45
Trouble with school administration	45
Change in health of family member	44
Working while attending school	42
Changing course of study	40
Sex difficulties	39
Changing dating habits	39
Gain of new family member	39
Business readjustments	39
Change in financial state	38
Changing participation in courses, seminars	38
Death of a close friend	37
Change to different line of work	36
Change in number of arguments with mate	35
Trouble with in-laws	29
Outstanding personal achievement	28
Mate begins or stops work	26
Begin or end school	26
Change in living conditions	25
Revision of personal habits	24
Trouble with boss	23
Change in work hours or conditions	20
Change in residence	20
Change in schools	20
Change in recreation	19
Change in church activities	19
Change in social activities	18
Going into debt	17
Change in sleeping habits	16
Change in frequency of family gatherings	15
Change in eating habits	15
Vacation	13
Christmas	12
Minor violation of the law	11

How to Cope with Stress in the Classroom

CHARLES C. DAVIS is coordinator for health/physical education instructional programs, State University College at Oswego, Oswego, New York 13126.

Learning alternatives for handling stressful situations and then giving students an experience in handling stress and developing coping ability is something often left out of the classroom. As educators we often find it difficult to place students in situations where they can learn practically how to handle various stressors. Much of what we say is abstract or theoretical until the student is forced to confront stress. The following stress sheet is designed as a practical way for students to identify stress and then analyze how they cope with various stressful situations. A deeper discussion of stress and the learning of alternative situations to various life problems can be better understood. The stress sheet is adaptable for many age groups and grade levels.

Step 1: Content

The students are taught the intricate details of life and stress in their class. The following aspects are reviewed.

1. The stress concept—what is stress? discussion of Hans Selyé's theory of stress.
2. Stress as it affects our lives—stress is not inherently good or evil, it is dependent on the consequences of our reactions to stressors.
3. Coping with stress—General Adaptation Syndrome (GAS), the physiological response to stress; flight/flee response or coping behavior (general alternatives)
4. Learning ways to cope with stress—protecting the ego ideal under stressful situations; defense mechanisms; Maslow's hierarchy of human needs.
5. Adapting to stress—suggestions for learning to cope with stress in a constructive manner; positive and negative consequences of deviations

Step 2: Learning to Cope with Stress Constructively

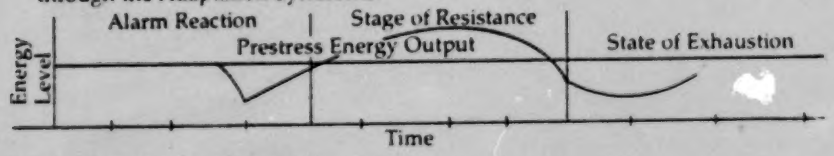
Students are given a stress sheet to relate classroom theory to actual confrontations with stressful situations. The students are asked to take the following stress sheet home and fill it out after undergoing stress.

Stress Sheet

This sheet is designed to stimulate interest in and an understanding of how you react to and cope with stress. It is also hoped that completion of this sheet will cause you to do some reflective thinking on how to handle the "wear and tear of life" or stress.

1. Identify: A stressful situation; the stressor(s), internal and/or external primary stimulus causing the stress.

2. Which of the following behavioral responses did you use to cope with the stress? Place an x next to how you responded.
   Fight Freeze Flight
   Compromise
   Briefly describe the consequences of your response: it did ____ did not ____ alleviate the stressful situation.
3. Check any defense mechanisms that you used to deviate from the stressor.
   ___ avoidance ___ regression
   ___ deny reality
   ___ fixation
   ___ repression ___ sublimation
   ___ projection
   ___ other (specify)
   ___ rationalization
4. Draw a line to indicate how you expended energy as you progressed through the Adaptation Syndrome.



5. Sources of help. Did talking with anyone help you cope with or adapt to the stressor?
   no ___ yes ___
   specify whom _____.
6. What deviations did you use to equalize the effect of the stress on the body? (for example sports, reading, etc., please specify). Briefly describe how your deviations relieved the stress.
7. Did any psychologically induced pain cause a physical reaction?
   no ___ yes ___
   specify _____e.g., prolonged tension leads to upset stomach.

Step 3: Behavioral Outcomes

After taking home a predetermined number of stress sheets the students should have some stress-relieving skills, such as the following.

1. Analyze some of the stressors common to the experiences of students, such as competition or failure.
2. Understand the meaning of the terms stress, stressors, stressful situations.
3. Analyze the individual use of defense mechanisms in stressful situations used to minimize conscious anxiety.
4. Understand that humans are affected by and respond to stressors as total organisms.
5. Understand the general categories of behavioral responses to stress: flight, fight or compromise.
6. Understand the consequences of conversion reactions such as psychologically induced pain manifesting physical reactions when stressors are not successfully adapted to or deviated from.
7. Investigate how individual coping behaviors (sports, dancing, etc.) successfully allow an individual to alleviate stressors.

Step 4: Classroom Adaptability

1. Students can be asked to do several stress sheets over an extended period, then analyze how they cope with and adapt to stress.
2. Break students into small discussion groups, give each group the job of depicting: what is stress? or what is mental health? or what is the relationship between stress and mental health?

Give each group about 20 minutes to come up with their pictorial descriptions. No words can be used in any of the three assignments. When the allotted time has ended, the instructor holds up the finished product from one group and the class responds to what they see depicted. The same is done for the other groups. The instructor phrases the questions in a way which will extract the relationship between stress and mental health.

The outcome of the stress sheets exercise encompasses the interrelationship of the theory of stress and how it relates to mental health by personalizing stress through the stress sheets and visually depicting the wide interpretations of what stress is.

Course 3 - School Climate

Module 3.3 - Student Involvement in School Processes and Programs

Module Synopsis

Purpose

The purpose of this module is to provide participants a rationale for involving students in responsible and challenging direct action as a means of increasing self-esteem and competency and with a resulting decrease in violent, antisocial behavior.

Objectives

Participants will be able to--

1. Cite findings based on theory and research which indicate that student involvement deters violence and vandalism
2. Learn a cognitive concept through direct experience
3. List the steps developed by the Open Road Student Involvement Program for leadership skills training
4. Correlate the learnings that occur on an outdoor adventure program with an improved self-concept
5. Identify school programs that involve students in the greater community.

Target Audiences/Breakouts

This core module is appropriate for a broad mix of participants, including students, teachers, administrators, program developers, counselors, and liaisons between school and community agencies, institutions, businesses, and governing bodies.

Module Synopsis (continued)

Course 3 - School Climate

Module 3.3 - Student Involvement in School Processes and Programs

Media/Equipment

Overhead projector
Screen
Slide projector
Cassette tape recorder
Flip chart
Markers

Materials

Transparencies

3.3.1	Three Spheres of Student Involvement and Participation
3.3.2	Involvement in Existing Structures
3.3.3	Involvement in Assessing Climate
3.3.4	Involvement in Activities Beyond School Boundaries

Sound/Slide Shows

3.3.1	Open Road Student Involvement Program
3.3.2	Outdoor Education Program

Participant Worksheet

3.3.1	Youth Participation Matrix

Background Materials (Trainer/Participant)

3.3.1	What Does the Survey Measure?
3.3.2	Student Interview
3.3.3	Action Plan and School Climate Profile
3.3.4	Directory of Student Involvement Programs
3.3.5	Resource Organizations

Bibliography

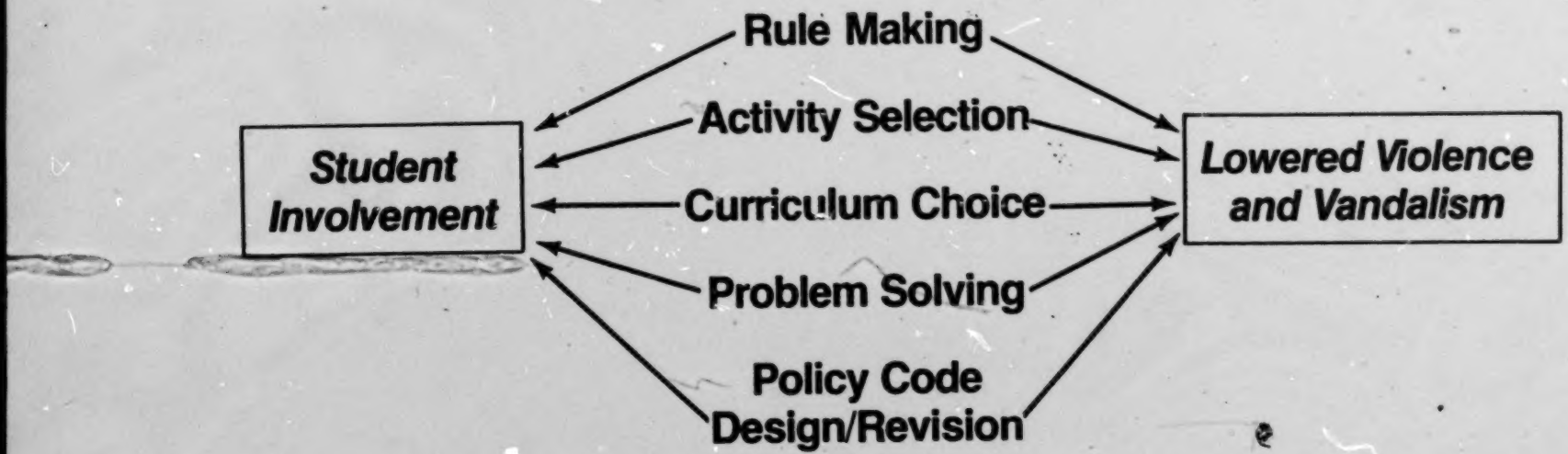
Student Involvement Annotated Reading List

Three Spheres of Student Involvement and Youth Participation

1. Involvement in existing structures for problem solving and decisionmaking
2. Assessing school climate and initiating improvements
3. Participating in activities beyond school boundaries

Transparency 3.3.2

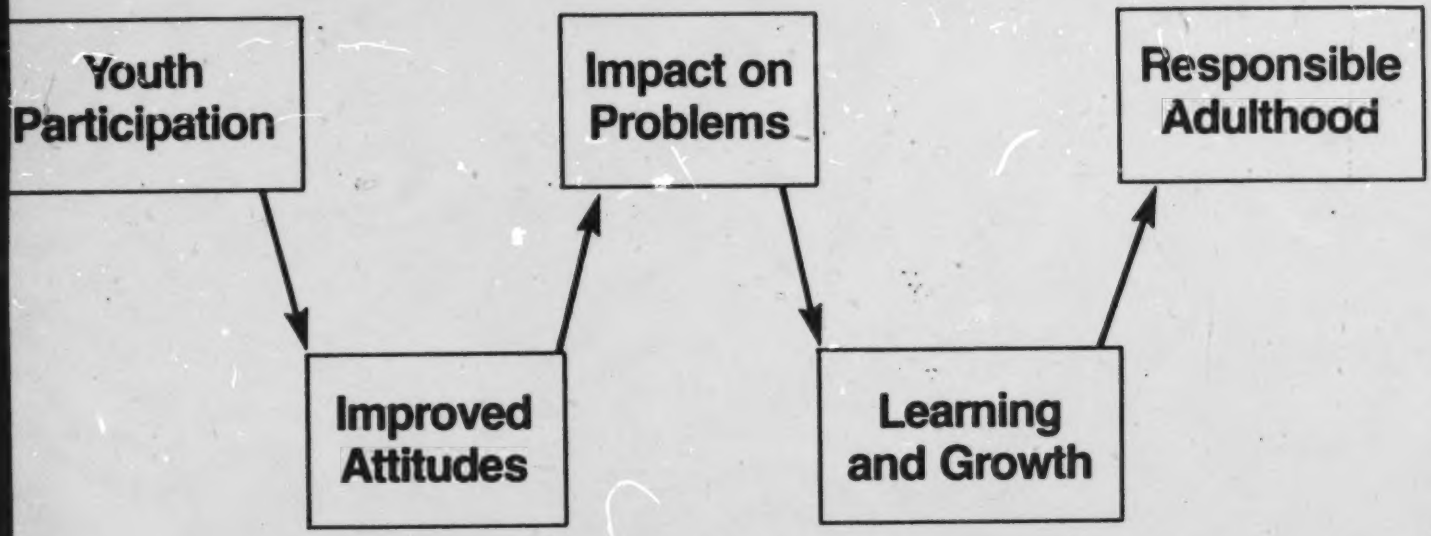
Involvement in Existing Structures



Involvement in Assessing Climate

1. **Train** to survey 10 categories of school climate
2. **Interview** students and faculty
3. **Tally** responses
4. **Profile** the climate of the school
5. **Analyze** findings
6. **Plan** improvements

Involvement in Activities Beyond School Boundaries



Course Agenda by Module

Course 3 - School Climate

Module 3.3 - Student Involvement in School Processes and Programs

Total Time 1 hour and 15 minutes

Module Summary

The module provides participants a rationale for involving students in responsible and challenging direct action as a means of increasing self-esteem and competency and with a resulting decrease in violent antisocial behavior. Various student involvement and youth participation programs involving students in the greater community are introduced.

Activity/Content Summary	Time
1. The Great Thumbless Survival Test (Optional Activity) Participants are asked to perform a variety of familiar tasks without using their thumbs in order to experience an example of experiential learning. Trainer points out that experiential learning involves students in their school and community and fosters a positive learning climate.	15 min.
2. Areas for Student Involvement	40 min.
A. Overview of Three Broad Spheres of Student Involvement and Youth Participation Three areas of activities students may be involved in at school include: (1) working with existing structures for problem solving and decisionmaking; (2) assessing school climate and initiating improvements; and (3) participating in activities beyond school boundaries.	
B. Involvement in Existing Structures for Problem Solving and Decisionmaking Studies indicate that students who are active in problem solving and decisionmaking in the school are usually more positive about the school environment and less apt to act in negative ways.	
C. Example of a Student Involvement Project: The Open Road Program A 10-minute slide/tape presentation of California's Open Road program is shown. This program includes "natural student leaders" of a school in decisionmaking and policy formulation for the school.	

Activity/Content Summary	Time
D. Involvement in Assessing School Climate and Initiating Improvements A project developed by the Center for Human Development in Walnut Creek, California, provides training for students in assessing school climate.	
E. Involvement in Activities Beyond School Boundaries Student participation in activities outside school can help improve attitudes, promote growth, and give students a sense of their role and importance in the community. Youth Action Teams have been formed as one means of encouraging such involvement.	
F. Example of an Activity Beyond School Boundaries: An Outdoor Education Program (Optional Activity) A slide show of an outdoor education program is presented.	
3. Survey of Program Models and Projects Participants and trainer share additional project and programmatic approaches.	20 min.
4. Conclusion - Trainer reviews the module, emphasizing the potential of student involvement for reducing vandalism and violence in schools and the community.	

Materials/Equipment	Sequence/Activity Description
Flip chart Marker	1. The Great Thumbless Survival Test (15 min.) A. Introduction Trainer gives the following directions: o Bend your thumbs to the palms of your hands, leaving only four fingers for manipulation. o Refer to the list of tasks (itemized on a flip chart) and complete as many as you can, keeping your thumb in that position. B. The Test - Open and close buttons - Zip and unzip zippers - Tie and untie laces - Fasten and unfasten earrings/tieclips/jewelry - Set and reset watches - Shake hands with one another - Write another task on a piece of paper and give it to a participant to complete - Comb your hair - Turn the pages of a book. Trainer should walk around the group while participants complete the tasks and note what they say about their experiences. Trainer should record statements for use in facilitating the summary discussion. ("I couldn't get started without using my knees" or "It kept slipping, I couldn't get enough leverage on it.") (NOTE: Trainer may wish to ask two or three participants to quietly assist in the recording of comments. However, the group as a whole should not be aware of this activity.)

Materials/ Equipment	Sequence/Activity Description

C. Debriefing

Trainer gives the following directions:

- Discuss and compare with your neighbors how they coped with thumblessness.
- Note your impressions as to degrees of difficulty of the various tasks and the techniques you developed to solve the problem of thumblessness.

D. Wrap-Up

Trainer should make the following points:

- While you were completing the test, I recorded these comments you made. (Trainer reads from notes taken.)
- The purpose of the activity was to underscore the fact that it is possible to learn cognitive material through direct experience.
- You substituted other parts of your bodies, or objects like table tops, for your thumbs. You found ways to develop an opposing force, thereby "discovering" the value of the opposable thumb.
- In addition to learning a cognitive concept, a lot of other kinds of learning occurred:
  - (1) There was a high degree of interaction among participants. Assistance was given, received, or observed.
  - (2) Ideas and information were shared.
  - (3) Initial failure was struggled with to work through attendant feelings.
  - (4) There was a chance to succeed at a difficult task.
  - (5) There was high motivation, despite the fact that there were no extrinsic "rewards" for efforts--just the fun of figuring out the challenges.
- Compared with direct instruction during which a lot of "other" things go on (talking, daydreaming, disruptive behavior), the potential for learning through activity is high.
- Learning through direct experience may take longer--although not always, if you consider just how much people retain from lectures.

Materials/ Equipment	Sequence/Activity Description

- There are many possibilities for developing curriculum using this activity as a basis. For example, it is possible to speculate about how the human race would have evolved differently without the opposable thumb.
- When we provide students involvement strategies and relevant curriculum we are helping them learn <u>how</u> to learn, not <u>what</u> to learn.
- When students learn how to learn, they become increasingly more self-directed. Through successive tangible achievements, and the consequent feelings of self-worth, involved students will positively affect the climate of the school.

2. <u>Minilecture Using Transparencies: Rationale for Direct Experience in Learning Situations</u> (40 min.)

Overhead projector

Screen

Trainer should make the following point:

- We have established a framework for talking about how people can learn through direct experience. Now we will explore, through a minilecture, two slide shows, and more activities, a range of possibilities for involving students in their own learning.

A. <u>Overview of Three Broad Spheres of Student Involvement and Youth Participation</u>

Materials/ Equipment	Sequence/Activity Description
Transparency 3.3.1	Show Transparency 3.3.1 and make the point below:

Three Spheres of Student Involvement and Youth Participation

1. **Involvement in existing structures for problem solving and decisionmaking**
2. **Assessing school climate and initiating improvements**
3. **Participating in activities beyond school boundaries**

- These three spheres provide an overview of student involvement and youth participation in school processes and programs. We will examine each of the three spheres.

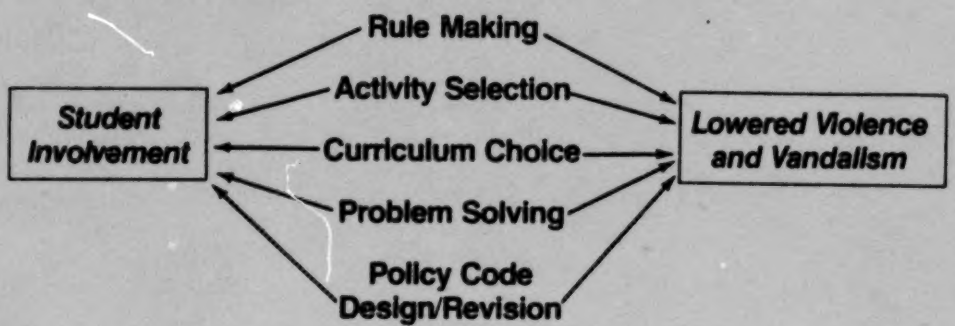
Materials/ Equipment	Sequence/Activity Description

B. Involvement in Existing Structures for Problem Solving and Decisionmaking

Transparency 3.3.2

Show Transparency 3.3.2 and make the points below:

Involvement in Existing Structures



- Student alienation, apathy, and perceptions of school irrelevance have been shown to result from the reluctance of administrators, parents, and faculty to involve students in decisions about school rules, discipline policy and practices, curriculum, and extracurricular activities.

- A study conducted by James M. McPartland and Edward L. McDill at Johns Hopkins University analyzed responses from 3,450 students in 14 schools and found that on the average students who were more satisfied with participation in rulemaking and with existing rules reported less truancy and less propensity toward vandalism and protest.

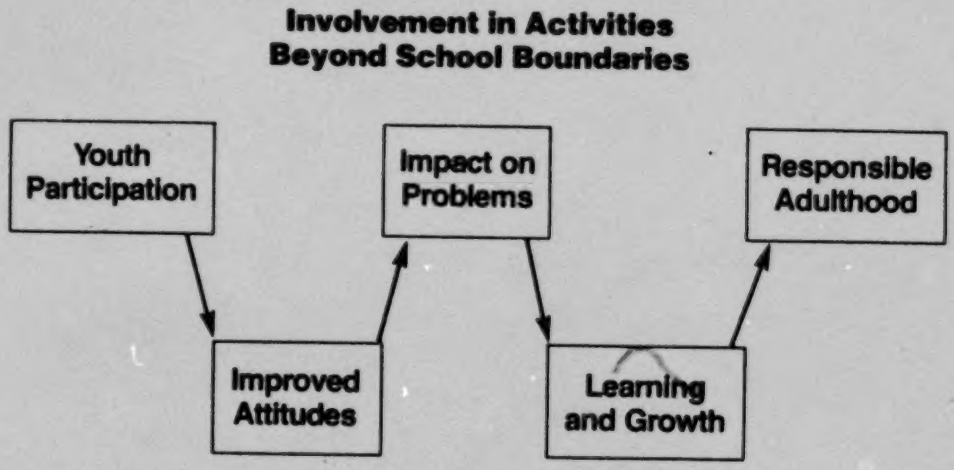
- The National Institute of Education reports, in the Safe Schools Study, that student violence is higher in schools where students say that they cannot influence what will happen to them, complain that discipline is unfairly administered, and maintain that the teachers are not teaching what they want to learn.

- These studies and other observations show that in order to effect a positive, prosocial school climate, a broad segment of the student body must be involved in problem solving and decisionmaking.

Materials/ Equipment	Sequence/Activity Description
Slide projector Screen Cassette tape recorder Sound/Slide Show 3.3.1	C. Example of a Student Involvement Project: The Open Road Program Trainer should make the following point: o This sound-synchronized slide show is about the Open Road Student Involvement Program. Present Slide Show 3.3.1.
Transparency 3.3.3	D. Involvement in Assessing School Climate and Initiating Improvements Show Transparency 3.3.3 and make the points below: **Involvement in Assessing Climate** 1. Train to survey 10 categories of school climate 2. Interview students and faculty 3. Tally responses 4. Profile the climate of the school 5. Analyze findings 6. Plan improvements o A project, funded by the California Health and Welfare Agency, Department of Alcohol and Drug Abuse, is based on the belief that people can change "the system" to meet real needs and provide an environment supportive of growth. The project developed by the Center for Human Development in Walnut Creek, California, provides training for school climate improvement and publishes a guide explaining the process.
Background Material 3.3.1	o A survey is taken to measure how students and faculty experience 10 categories of school climate: student involvement, student relationships, teacher support, physical decisionmaking, curriculum, counseling services, recreational alternatives, and personal stress. (See Background Material 3.3.1, What Does the Survey Measure?)

Materials/ Equipment	Sequence/Activity Description
Background Material 3.3.2 Background Material 3.3.3	o Students prepare in training sessions to conduct 15-minute interviews of all students and faculty. o Questions are about each of the ten categories surveyed. Answers are recorded on a Student Interview form which is included in the Background Material 3.3.2. o After the responses are tallied, a school climate profile is developed, using a chart designed by the project. An action plan is then decided, basing ideas on what the survey results indicate. Both the chart, School Climate Profile, and the form for the plan, Action Plan, comprise Background Material 3.3.3. Trainer should ask participants to share their ideas on the rationale for this kind of involvement and possible reasons for its success. o Some ideas might be: (1) Ownership of a study and its results increase when those affected by the problems being assessed do the assessment. (2) Also, the learning potential in studying those problems increases--as well as the potential for helpful solutions. (3) Direct involvement in school improvement increases understandings, self-respect, and feelings of empowerment, thus further improving the school climate. (4) When all members are part of the process of designing solutions to the group's problems, chances of meaningful outcomes greatly increase.

Materials/ Equipment	Sequence/Activity Description
Transparency 3.3.4	E. Involvement in Activities Beyond School Boundaries Show Transparency 3.3.4 and make the following points:



- Youth participation is effective when it changes the role of young people in society.
- When the scope of participation extends beyond school boundaries and impacts problems and needs which the community-at-large views as genuine, the attitudes and actions between youth and society improve. Participation should be a learning and growth experience that helps meet participants' needs to feel part of the total community--that is, the school, home, neighborhood, and society.

Materials/ Equipment	Sequence/Activity Description

- The National Commission on Resources for Youth defines youth participation as "the involvement of youth in responsible, challenging action that meets genuine needs, with opportunity for planning and/or decisionmaking affecting others, in an activity whose impact of consequences extends to others--i.e., outside or beyond the youth participants themselves."

- A responsible, challenging action is one in which "responsible" means (1) having others dependent on one's action, and (2) the opportunity to experience the consequences of one's actions, including failure. "Challenging" means that the action is both meaningful and difficult.

- When an action meets genuine needs, it means that both young people and some elements of society recognize the participatory action as important.

- "Planning affecting others" refers to the goals and activities of the program itself as well as of oneself. "Decisionmaking affecting others" means participating in both individual and group decisions, usually in a context of problem solving, and in decisions relating to work affecting oneself and others. These activities usually involve group program planning and decisionmaking.

- The "impact of consequences extending to others" means that the activity has practical implications beyond whatever the youth participants themselves got out of it. It is the social dimension of youth participation, its application in the outside world, aimed at ensuring that youth have an opportunity to make a contribution to their surroundings--to "make a difference."

F. Example of an Activity Beyond School Boundaries: An Outdoor Education Program

Slide/Sound Show 3.3.2

Trainer should make the following point:

- This sound-synchronized slide show is about an outdoor program which is designed to enhance student self-concept.

Present Slide Show 3.3.2, Outdoor Education Program.

Materials/ Equipment	Sequence/Activity Description

3. Survey of Program Models and Projects (20 min.)

A. Youth Participation Matrix

Worksheet 3.3.1

Trainer should refer participants to Worksheet 3.3.1, the Youth Participation Matrix, in their Participant Guides, and make the following point:

- The matrix will be used to organize the program models in the Participant Guide. (Background Material 3.3.4, Directory of Student Involvement Programs.)

Background Material 3.3.4

B. Small Group Activity

Trainer gives the following directions:

- Divide into six groups to correspond to the six models in the matrix.
- Each group should collect all the program models in Background Material 3.3.4 which you think correspond to the matrix model to which you are assigned.
- You have 5 to 10 minutes.

C. Large Group Activity

Trainer gives the following directions:

- One representative of each of your small groups should call out programs included in your assigned matrix model.
- After each group has reported their findings, we will go over any programs which were included in more than one matrix model.
- Explain the reasons for your choices. All should join in.
- It is not necessary to arrive at a consensus, although participants who changed their original views should be encouraged to say so and explain why.

Materials/ Equipment	Sequence/Activity Description

D. Wrap-Up

Trainer should make the following points:

- Student involvement in direct experience with the community-at-large has the potential to reduce violence and crime in schools in the following ways:

  (1) Students want to be in learning situations that combine action and reflection.

  (2) Students require a diversity of methods for learning required subject matter.

  (3) Reducing age segregation and increasing opportunities for interpersonal communication enhance attitudes and increase opportunities for learning.

- There are some cautions, however.

Trainer should ask participants to state possible cautions. Some responses might include --

(1) Not everyone should be expected to immediately feel comfortable teaching experientially. Thorough in-service programs must be designed to help each teacher find his or her own blend of vicarious and direct teaching styles.

(2) Not all students will immediately feel comfortable in open-ended learning situations (especially if they have always been in highly authoritarian situations in the past), and some will need assistance in learning how to be responsible for their own learning.

(3) Small groups of students can help a school determine its ability to provide alternatives to the traditional classroom. Climate assessment and leadership training are two ways students can help.

(4) Experiential settings that use the community are not based on a disregard for the values and rules of the school. Students should still be expected to adhere to rules for behavior and be held responsible for work undertaken.

(5) Direct, involved, active experiential learning consists of highly structured events, but events that place the student in roles other than that of the passive recipient of information.

Materials/ Equipment	Sequence/Activity Description
	o SCHOOL ACTIVITIES THAT ISOLATE STUDENTS FROM THE COMMUNITY AS A WHOLE AND WHICH RELY HEAVILY ON VICARIOUS FORMS OF LEARNING THAT BUILD ON A VAST NUMBER OF GENERALIZED, ABSTRACT CONCEPTS WHICH DO NOT DIRECTLY RELATE TO THE DAY-TO-DAY LIVES OF ADOLESCENTS CAN ONLY BE EXPECTED TO RESULT IN AN INCREASINGLY RESTIVE YOUTH CULTURE AND A GROWING DISSATISFACTION WITH THE SCHOOLING PROCESS.

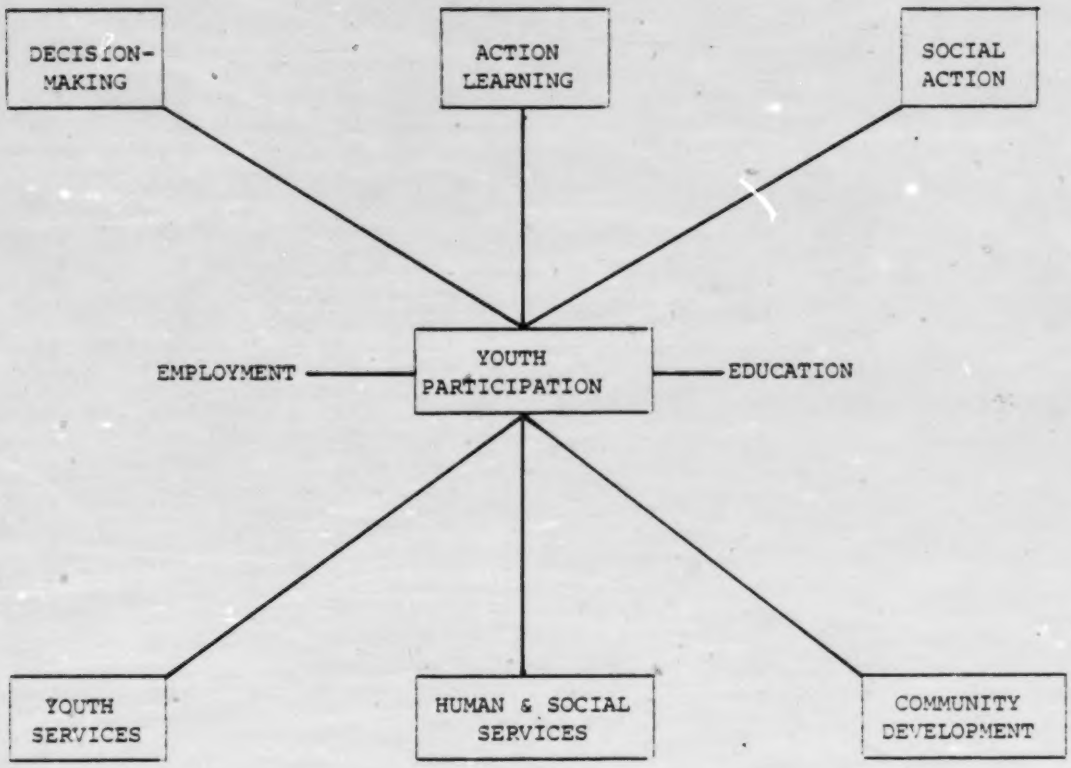
Course 3 - School Climate

Module 3.3 - Student Involvement in School Processes and Programs

Worksheet I-D 3.3.1.

Participant Worksheet

YOUTH PARTICIPATION MATRIX



Course 3 - School Climate

Module 3.3 - Student Involvement in School Processes and Programs

Background I-D 3.3.1

Background Materials

WHAT DOES THE SURVEY MEASURE?

WHAT DOES THE SURVEY MEASURE ?

Student Involvement:

The extent to which students participate in and enjoy classes and extracurricular activities at the school

Student Relationships:

The way students relate to one another the ease they feel in making friends and dealing with new people

Teacher Support:

The amount of help concern and friendship that teachers direct toward students whether they talk openly trust students and are interested in their ideas and feelings

Physical Environment:

The way students feel about the school buildings themselves and the atmosphere they create

Conflict Resolution:

Whether students are clear about their rights and responsibilities how conflicts are resolved and whether rules are consistently enforced

Participation in Decision-Making:

Extent to which students administrators and teachers share responsibility for decisions about school improvement

Curriculum:

Extent to which the students feel that what is taught in classes meets their needs

Counseling Services:

Whether or not students feel counselors are accessible and able to help with personal problems jobs and career information or concerns about drugs alcohol or sex

Recreational Alternatives:

Whether students are satisfied with existing activities and teachers support of these activities whether new activities are needed

Personal Stress:

The extent to which students feel they are under pressure and the resources they have to cope with it

The student and faculty surveys consist of five questions in each of these categories Each question in the student interview also corresponds to one of the categories listed above

Climate Survey Report

Course 3 - School Climate

Module 3.3 - Student Involvement in School Processes and Programs

Background I-D 3.3.2

Background Materials

STUDENT INTERVIEW

STUDENT INTERVIEW

The purpose of this interview is to find out how most students are feeling about this school. We hope your answers to these questions will tell us how you see it and what changes might make it better for you.

How long have you been at this school?

What grade are you in? Female _____ Male _____

Just walking around the school, what do you notice about the environment (buildings, corridors, sound light, landscape, etc.) that makes it a place you feel

a) Comfortable? b) Uncomfortable?

What things do you see happen that make you feel students here

a) Are warm and friendly? b) Put each other down a lot?

Student
Interview
2

What things do teachers do that make you feel they

a) Care about you as a person?

b) Don't care about you as a person

What are you learning in classes that seems really useful or important to your own life now or later?

What ways do you have to influence decisions about school programs, classroom procedures or student activities?

Course 3 - School Climate

Module 3.3 - Student Involvement in School Processes and Programs

Background I-D 3.3.3

Background Materials

ACTION PLAN AND SCHOOL CLIMATE PROFILE

ACTION PLAN

WHAT IS THE PROBLEM?	WHAT ARE THE CAUSES OF THE PROBLEM?	
WHAT DO WE WANT TO SEE HAPPEN? (GOAL)		
HOW CAN IT BE DONE? (TASKS)	WHO WILL DO IT?	BY WHEN?
RESOURCES NEEDED? (PEOPLE, TIME, MATERIALS, MONEY)	HOW WILL WE KNOW IF SUCCESS?	

SCHOOL CLIMATE PROFILE

INVOLVEMENT

RELATIONSHIPS

TEACHER SUPPORT

CURRICULUM

COUNSELING SERVICES

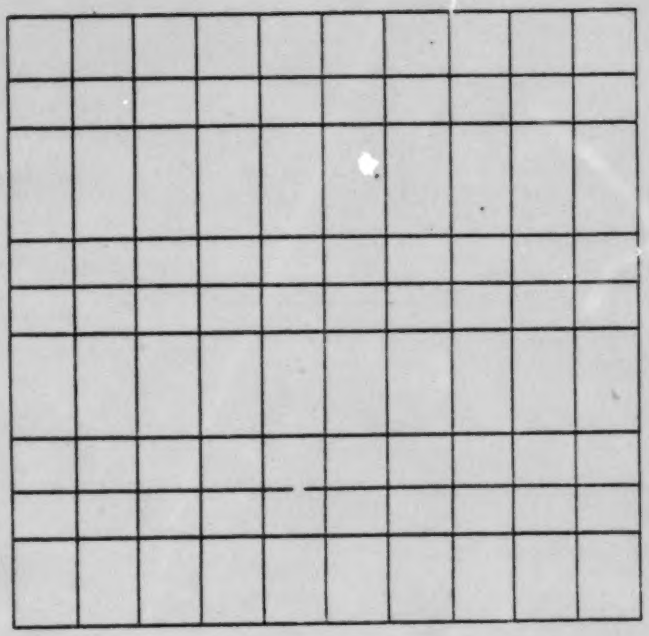
RECREATIONS ALTERNATIVES

PHYSICAL ENVIRONMENT

DECISION-MAKING

CONFLICT RESOLUTION

PERSONAL STRESS



0 10 20 30 40 50 [illegible]

Percentage of responses indicating a [illegible]

student survey responses

faculty survey responses

Climate Survey Report

Course 3 - School Climate

Module 3.3 - Student Involvement in School Processes and Programs

Background I-D 3.3.4

Background Materials

DIRECTORY OF STUDENT INVOLVEMENT PROGRAMS

Title Alcohol and Drug Abuse Coord/Rock County Health Care

Description

The education services available through the Rock County Alcohol and Drug Abuse Program are aimed at providing a comprehensive preventive education approach to alcohol and drugs through identifying and reaching specific population groups such as youth, parents, police, in conjunction with other agencies and organizations. The Rock County Health Care Center has centralized education services and has one full-time health educator. Education deals with the following areas: In-service Training for Teaching Personnel, Drug Education Curriculum Guide, Drug Education Presentation, Alcohol & Drug Abuse Education Workshops, Parent and Community Education.

Contact

Robert M. Long
P.O. Box 351
Janesville, Wisconsin

Title: Youth Employment Planning Team

Description

This project involved ten youth, ages 14 to 21, from three youth service centers in the Portland, Oregon area working with instructors from the School of Urban Affairs at Portland State University to open up new realms of employment for young people in Portland. The project generated partial solution to the problem while teaching the young people research and problem-solving skills.

Procedure

(1) The youth team selected a focus for their project (youth employment in the energy field) and were provided with readings and instruction by the adult facilitators.

(2) Team members attended meetings of the various transportation agencies in their area;

(3) The team drafted a proposal for youth employment in the local transportation system and submitted it to the appropriate agency;

(4) The local transit agency agreed upon the creation of 50 jobs for youth in the agency.

Author

Gerald Blake, Director
Professor of Urban Affairs
Portland State University
Portland, Oregon

Title Project Way-Out

Description

Project "Way Out" deals with adjudicated delinquents. Begun as a fairly simple public service job program, it has evolved over time into a comprehensive educational counseling and vocational project. The overall goal of Project "Way Out" is to provide education, employment, and counseling services to juvenile youth as an alternative to institutionalization. Program objectives are defined in five areas and a fairly comprehensive evaluation is made pertaining to changes in attitude, behavior, recidivism, vocational attainment, and learning. Potential clients are screened before being admitted to the six-month project. Each youth admitted is given the choice of continuing to attend the neighborhood school or attending the project school. The project utilizes individualized instrution, specially developed teaching materials, immediate feedback to students regarding success, and small group or one-to-one teaching. Students receive counseling throughout project participation and, in most cases, after graduation. Employers who hire project participants (at minimum wage) for approximately fifteen hours per week are subsequently reimbursed from project funds.

Contact

Responsible Action, Inc.
P.O. Box 924
Davis, California 95616

Title Equivalent Instructional Experience

Description

Equivalent Instructional Experience (EIE) permits students to complete course objectives through a mix of school-based and community-based learning experiences. EIE provides more options for the student, and more relevant educational experiences.

Contact

Donald R. Davis
Springfield District #186
Springfield, Illinois

Title

Partnership in Research

Description

A New Hampshire high school was the setting for a 1972 study that involved high school students as "participant researchers." Students were active in defining, observing, and evaluating issues that they felt had a significant impact on their lives. Through the support of the project staff, the students independently formulated the study questions, selected the research strategies, and disseminated study results. The "Self-study" approach proved to be a viable alternative to traditional methods of inquiry and learning.

Contact

Responsible Action, Inc.
P.O. Box 924
Davis, California 95616

Title Learning Discipline System

Description

The Learning Discipline System is a step system for disciplinary referrals. Each time a student is referred for disciplinary reasons they advance one step. Pre-determined actions to be taken by the school Dean for each step are detailed. Students are informed of school policies, rules, and the step system in small group guidance sessions at the beginning of the school year. They know at all times what step they are on, and the actions that will ensue if they get a referral.

Some of the results observed after one year of operation are: 1) Students view disciplinary action and school deans as more fair; 2) Students are aware of what actions will be taken prior to referrals; 3) More cooperation is given by parents who are also informed of the step system at the beginning of the school year.

Contact

Mr. Robert Smith
Lake Park High School
District #108
Roselle, Illinois

Title Second Wind Program

Description

The Second Wind Program is a one-week canoe trip in Northern Minnesota and Canada for fourteen emotionally disabled youth, educators, and police officials.

The aim of the program is to improve disruptive youths' attitudes towards authority. Youths interact and relate on a one-to-one basis with teachers and police officers in the wilderness setting, and experience leadership (their own and the authority figure's) in a more positive sense. The goal is to develop positive attitudes and decrease disruptive behavior.

Contact

Martin Bartels
Operation Second Wind
City of Cedar Falls
City Hall
Cedar Falls, Iowa

Title School Youth Advocacy

Description

This project is an experimental model program aimed at:

1) assisting youth who have been institutionalized to re-integrate into the school system;

2) providing schools with an alternative program to expelling, suspending, or institutionalizing students with behavior problems;

3) creating educational environments which foster the development of mature, concerned, and responsible citizens.

Contact

Gwen McIntosh
Department of Social Services
300 S. Capitol Avenue
Lansing, Michigan 48926

Title St. Paul Open School

Description

Alternative programming at the St. Paul Open School includes:

- Advisor-Advisee System: Students select their own advisors, who have 3-23 advisees. Conferences before school begins among students, parents, and advisors establish individual goals for each student. Goals are reviewed biweekly in advisor-advisee meetings and quarterly with parents.

- Use of Volunteers: Parents, senior citizens, college students, and other community members are brought into the building. Volunteers are carefully screened, trained, and followed as they work with students.

- Shared Decision-making: Parents, senior citizens, staff, and community members help make decision in a number of areas, including budget, curriculum, hiring, and evaluation of students.

- Use of World Beyond Building: School is viewed only as a headquarters. In addition to hundreds of local field trips, students have opportunities to work as interns or apprentices in local businesses. Students also take cross-country trips as part of studies to such places as Gettysburg, Wounded Knee, Puebla Mexico, and Winnepeg, Canada.

- Evaluation: Extensive evaluation of students, staff, and the total program continues throughout the year. Written evaluation replace grades. Competencies replace credits for graduation requirements.

Contact

Joe Nathan
Director
St. Paul Open School
97 Central Avenue
St. Paul, Minnesota 55101

Title Social Restoration Teacher Training

Description

The Social Restoration Teacher Training program is designed to prepare teachers to deal with youth who are on probation, participating in a diversion program, or returning to school after release from a correctional institution. In this training program at Lehigh University teachers are thoroughly trained in diagnostic academic testing techniques and the formulation of remedial programs for individual students. They also are trained in crisis intervention skills, including methods for dealing with spontaneous short-term crises as well as with long-standing problems with family relationships, and so forth. In training for community resource utilization the teachers develops skills in working with agencies with whom these students tend to be in conflict (such as the police) and with other community support agencies (such as social service agencies). The social restoration teacher thus is trained to perform several roles, including teacher, welfare worker, counselor, and youth advocate.

Contact

Social Restoration Teacher Training
School of Education
Lehigh University
Bethlehem, Pennsylvania

Title Outdoor Education Program

Description

A selected group of junior high school students spends one week in an outdoor setting with teachers, parents and community members. The program attempts to develop adaptability, interdependence, cooperation, self-reliance, positive attitude, and self-esteem. Personal and group rights, group dynamics and personal responsibility are explored. Opportunities are provided in which students gain in almost every subject area through direct experience and/or observation.

Contact

Bloomington Jr. High School
Bloomington, Illinois

Title GRASP (Governmental Responsibility and Student Participation)

Description

Student interns are selected by their schools to participate in the work of state and local governmental agencies and community service organizations. Interns report back on a regular basis to share their experiences with other classmates and instructors. Originally funded under ESEA Title III, the program is now supported by the local districts. During their internships, students follow an agency-designed program of activities, including: observation, participation in meaningful research and survey activities, special projects, and follow-up through classroom activities. Students are not paid, but receive high school credit for their experience. Students provide their own transportation.

Contact

Tonia S. Sover
3180 Center N.W.
Salem, Oregon 97301

Title Executive Internships of America

Description

Top executives in business, government, hospitals, museums and various community agencies have become the "teachers" of high school juniors and seniors in more than ten American cities. The Executive Internship Program, which began in New York City and has now become nation-wide, enables high school students to work on a one to one basis with executives for a school semester. Students work four days a week with an executive and meet with other interns in a seminar on the birthday. In the seminar students discuss their experiences, study local government, andmeet with speakers. A final project is prepared.

Contact

Executive Internships of America
680 5th Avenue
New York, New York 10019

Title Alternative Education Project

Description

The Alternative Education Project is a program for suspended or expelled students held at the YMCA. Students work assignments from their classes and receive individual counseling and training. Behavior modification, reality therapy and assertive training are used.

Contact

Keystone Central School District
95 W. Fourth Street
Loch Haven, Pennsylvania 17745

Title Kennedy Communicators

Description

Members of the Kennedy Communicators work to reduce tensions in the school during times of student unrest. They meet with students who intend to be, or are actively involved in conflict situations and try to improve communications between students of different ethnic and racial backgrounds. They staff a communications center during periods of unrest which disseminates information to dispel rumors.

Contact

Mel Rosen
Kennedy High School
Granda Hills, California

Title Court Alternative Program

Description

This program is a district effort to coordinate community services for potentally delinquent youths. Juvenile officers teach a module "Law and Youth" developed by the Court Alternative Program staff which explores citizens rights and responsibilities. Field trips are taken to court-houses, jails, and other justice system agencies.

Contact

Joseph A. Denaro
917-191 Emmett Street
Kissimmee, Florida

Title High School Archaeology Project

Description

The High School Archaeology Project in Cobb County, Georgia began because a Pebblebrook HIgh School student discovered that his school was sitting on a 2,000 year-old Indian site. Just about the time he made his discovery the county announced that it was going to install a large sewer pipeline right through the school site. Having enlisted the help of an archaeologist from the University of Georgia and other experts, students began an emergency dig. They unearthed pottery fragments, stone tools and bones and, in the process, learned geogrpahy, ecology and history. The work eventually became part of the school curriculum.

Contact

The National Commission onResources for Youth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Youth Helper Program

Description

High school students in the small, rural town of Laurens, New York spend one hour four days each week helping care for children of their community through the Youth Helper Program. Ten students go to a day care center in a town church and ten go to Mt. Vision, a school for severely handicapped children. The young people share any special skills they may have, such as carpentry or sewing, with the children. They also have used these skills to carry out related community service projects, such as building a new wing on Mt. Vision and constructing playground equipment at the day care center. The Youth Helpers receive credit for volunteering and for meeting in a daily seminar to discuss child-rearing practices, mental retardation and mental health services.

Contact

The National Commission onResources for Youth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Gloucester Experiment Restoration

Description

The Gloucester Experiment in Gloucester, Massachusetts began when a resident sculptor saw in a colonial cemetary, vandalized and overgrown with weeks, an opportunity to use the talent and energy of young people. With his backyard as headquarters, the sculptor recruited a group of local youth along with a few interested carpenters, architects and teachers, and the restoration began. The young people did everything from manual labor, including landscaping, clearing brush and straightening headstones, to research and historical documentation. Eventually the high school in Gloucester agreed to grant students academic credit for their work. Students who participate in Experiment restorations acquire skills such as surveying and stone cutting and learn history, archaeology, botany and evology.

Contact

The National Commission on Resources for Youth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Fourth Street i

Description

The Fourth Street i is a community magazine operated entirely by young people on the Lower East Side of New York City. They tap the resources of the neighborhood, an area with a long history as a ghetto for new populations arriving in the United States. The young people have tried to use their magazine as a voice for poor residents of various ethnic groups by interviewing local artists and craftspeople and by printing poetry and artwork by people who live in the community. The young people who publish the magazine interview, edit, translate, take photographs and do production work. Their majazine has been used as a reading text in elementary, junior and senior high schools.

Contact

The National Commission on Resources for Youth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Day Care Youth Helper Program

Description

Three days a week, 15 students at Bulkeley High School in Hartford, Connecticut travel to four urban day care centers to engage children in learning activities which the young people have designed themselves. Students in this Day Care Youth Helper Program receive credit for combining that fieldwork with a seminar taught twice a week by a home economics teacher at Bulkeley. In the seminar, they develop good parenting skills by learning early child development concepts and relating them to their day care experience.

Contact

The National Commission on Resources for Youth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Computer Car Pooling

Description

Students at George Washington High School in Denver, Colorado devised a Computer Car Pooling plan which was adopted by their city. Students in the Contemporary Issues class wondered about the possibility of using the school's computer to organize Denver residents into car pools to conserve resources and a student from the Advanced Computer class worked out the details. He designed a computer program which would give residents printout lists of other people who live in their area and keep the same work or school hours. The young people became consultants to large Denver firms which wanted to offer computerized car pooling services to their employees and George Washington became the center of the car pooling effort.

Contact

The National Commission on Resources for Yourth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Cityarts Workshop, Inc.

Description

Founded in 1968 by a New York City artist, Cityarts Workshop Inc. is a community arts group which involves young people from various parts of the city in making public works of art for their neighborhoods. A professional artist from Cityarts helps the young people decide on a theme for a mural, design it and transfer it to a large exterior wall; then they put up scaffolding and paint it. Cityarts youth have worked on over 15 projects including a Jewish Heritage mural, a History of Chinese Immigration to the United States mural, a Black Liberation mural and a Wall of Respect for Women mural. Frequently the young people get community residents of all ages to help them complete their projects.

Contact

The National Commission on Resources for Youth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Career Center

Description

Students at Berkeley (California) East Campus High School have established a Career Center in which the students are trained and paid (or receive school credit) to advise their peers on employment matters. The young staff members locate paying jobs for students, learn the requirements for various vocations and then counsel their schoolmates who seek information and job placements. The students also learn such job-seeking skills as being interviewed, collecting references and writing resumes, which they then pass on to other students who come to the center. In a school where nearly three-fourths of the students are from low-income backgrounds, the Career Center provides a vitally-needed service.

Contact

The National Commission on Resources for Youth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Public Service Video Workshop

Description

Public high school students at St. Paul, Minnesota's alternative New City School are using video tape as an instrument to inform the public and influence decisions on important municipal issues. In one project, representatives from the Minneapolis and St. Paul Tenants' Unions asked students from New City's Public Service Video Workshop to help make a tape on renters' rights. The unions supplied the legal information and the students furnished the technical know-how and the talent. With the direction of two professional video technicians, students have made over 30 tapes for community agencies. For each tape they do research, scritping, directing, interviewing, narrating and editing. Students earn a trimester's social studies credit while learning first-hand about different issues and viewpoints by working with community adults.

Contact

The National Commission on Resources for Youth
Room 1314
36 W. 44th Street
new York, New York 10036

Title Apprenticeship Program/Open Living School

Description

Junior high and elementary school students at the Open Living School, a public-supported alternative school in the mountain town of Evergree, Colorado spend at least half a day each week interning with community adults through the school's Apprenticeship Program. "Apprentices" from the ages of nine to fifteen have carried out responsible duties at an educational television station, at day care centers and at a nearby zoo; they have served as "apprentices" to electricians, veterinarians, photographers, store managers and potters. The purpose of the program is for young people to experience work with adults who are neither teachers nor parents and to learn about the life of their community through firsthand experience.

Contact

The National Commission on Resources for YOuth
Room 1314
36 W. 44th Street
New York, New York 10036

Title The West High School Ecology Club

Description

The West High School Ecology Club in Manchester, New Hampshire was formed in 1971 when a group of students began a campaign to clean up the Merrimack River. One student discovered that the discharge from a local meat packing plant was turning the Merrimack into "Blood River." He and classmates documented the pollution and through their investiagion helped bring legal action against the culprit. West High ecology students also design ecology lessons and teach them to elementary school children; petition for environmental protection legislation; and make environmental testing equipment and show teachers and students from all over New England how to use it.

Contact

The National Commission on Resources for YOuth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Teens Who Care

Description

In rural Adams, Minnesota, high school students spend their study halls and luch hours giving physical therapy and companionship to handicapped children whose special education class meets right in the high school. Students began this Teens Who Care project and then felt they needed additional training. They traveled with the children to the Mayo Clinic to talk to specialists and to learn how to carry out individual therapy prescriptions. Back at the high school, students continued their training in a social studies course called "Developmental Disabilities" and worked with a physical therapist from a neighboring community.

Contact

The National Commission on Resources for Youth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Ward Aide Program

Description

A bold experiment was started in 1967 at the O.H. Close School, and institution of the California Youth Authority Department, and later expanded to three additional CYA institutions. CYA wards were selected and trained to act as tutors, counselors, and recreational leaders of younger delinquents. Young men between eighteen and twenty-two years old with at least nine years of academic schooling were selected from the CYA population during the first two months of their institutionalization. Trained for their roles during a two-month period, they began work as student aids at the beginning of their fifth month of institutional training. Student aides provided formal assistance through tutoring, counseling, and recreation and informal assistance by serving as role models for younger wards. Another objective of the program was to provide pre-training experience in social service jobs as preparation for academic training for the social service profession.

Contact

O.H. Close School
7650 South Newcastle Road
P.O. 5500
Stockton, California 95205

Title Mitchell High School Senior Seminar

Description

Senior Seminar is a credit-granting alternative program open to Juniors and Seniors in the Colorado Springs school district, which utilizes the community as the main source of learning experiences. The curriculum is thematic in nature and is composed of intensive modules ranging from two to four weeks in length. The staff has published two excellent resources. the Senior Seminar Curriculum Guide details each module and outlines the philosophy and structure of the entire program. To Learn How To Learn, a student workbook on creative thinking and problem solving, is designed to help students discover their own methods of incorporating direct experience into their learning activities.

Contact

Mitchell High School Senior Seminar
1205 Potter Drive
Colorado Springs, Colorado 80904

Title Project Adventure

Description

Project Adventure works with teachers and schools throughout the country to assist in the design of experintial "adventure" curricula in nearly all areas of study. They have published a wealth of materials, the most notable being Teaching Through Adventure, a description of both the process and specific examples of how to incorporate "adventure" into the regular content areas, and Cowtails & Cobras, a guide to ropes courses, initiative games and other adventure activities. The project was begun in a high school near Boston with a goal of incorporating concepts of the Outward Bound experience.

Contact

Project Adventure
775 Bay Road
Hamilton, Massachusetts 01936

Title Chautauqua School

Description

The Chautauqua School is housed at Glen Echo Park, Maryland. Students in ungraded classes receive instruction in the four major academic disciplines: English, mathematics, science, and social studies. Students participate in expanded physical education activities, through the Venture Expenditionary Program, which emphasized resourcefulness and self-reliance and G.Y.M., a program of psychocalisthenics. Two hour arts-and-crafts classes are provided four times weekly. Personal growth and development are facilitated through daily school meetings and informal theraphy sessions every Friday.

Contact

Ernest Bradley
The Chautauqua School
Glen Echo Park
Glen Echo, Maryland

Title In-School Suspension/Dropout Reduction Program

Description

This program is designed to provide meaningful educational experiences for students at New Iberia Reshman High School who have been identified as potential dropouts and to reduce the number of at-home suspensions during the school terms. There are two phases to the program: (1) A suspension program which centers around a Behavioral Clinic that is designed to provide isolation from other students, communication with parents, and school work assistance within the school, and (2) a special club designed to provide encouragement for potential dropouts through the use of audiovisual materials, contact with adult members from the community and assistance in school-related problems.

Contact

W. Fitch
Director
In-School Suspension/Dropout Reduction Program
Star Route B
Box 461
New Iberia, Louisiana 60560

Title Youth Tutors Youth Program

Description

In the Hightstown, New Jersey Youth Tutors Youth Program, 22 high school students earn credit for traveling four times a week to two elementary schools to tutor children who need extra academic or social attention. Many of the tutors have their own learning problems so taking responsibility for helping educate a younger child has helped them improve their own academic skills, as well as develop responsibility and self-confidence. They use materials they have designed to help individual children with reading or math problems. They plan these lessons and also share tutoring techniques and experiences in a weekly seminar at the high school.

Contact

The National Commission on Resources for Youth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Shoulders

Description

About 20 students in each of three Marin County, California high schools are involved in Shoulders, a peer counseling program which was organized by the Marin Family Services Agency. Students go through a 13-week after-school training program in which they learn counseling, communications and utilization of community resources. Then they counsel peers referred to them by guidance counselors and administrators; take part in seminars in which they practice advanced counseling techniques and share problems they are encountering in counseling; and organize outreach activities, such as monthly forums open to parents, teachers and students, and a monthly student opinion poll.

Contact

The National Commission on Resources for Youth
Room 1314
36 W. 44th Street
New York, New York 10036

Title Project Input

Description

All junior and senior Hoffman High School students are required to work fifty hours a year during English periods with one of three community institutions: a home for the retarded, a home for the elderly, and an elementary school. Students receive ten hours of training before they enter each program, and write three papers about their experiences. In addition, they develop a case history of an individual they have worked with and a description of a problem existing in each institution. After completing their program, analyze four case histories of persons similar to those with whom they have worked.

Contact

Project Input
Hoffman High School
Hoffman, Minnesota 56339

Course 3 - School Climate

Module 3.3 - Student Involvement in School Process and Programs

Background I-D 3.3.5

Background Materials

Resource Organizations

ASSOCIATION FOR EXPERIENTIAL EDUCATION
Box 4625
Denver, Colorado 80204

Drawing its members from nearly every sector of education, the AEE is an excellent resource and networking agent. It sponsors an annual conference on experiential education (currently including over 100 workshops and seminars), a quarterly newsletter, and the "Journal of Experiential Education."

FOXFIRE, INC.
Rabun Gap, Georgia 30568

The creators of the popular "Foxfire" magazines and books, Eliot Wiggington and his staff, continue to demonstrate that the cultural base of any community can provide fertile ground for experiential programs in language arts, science, and social studies. They publish "Hands On," a newsletter which provides valuable information for those people interested in creating a cultural journalism project within their own community. Two books related to the "Foxfire" concept are also available from an organization called IDEAS (Star Route Magnolia Road, Nederland, Colorado). "Moments," by Eliot Wiggington, describes "Wig's" philosophy of education and speaks to the how-to of blending experience and academic work. "You and Aunt Arie," by Pamela Wood, is a nuts-and-bolts guide to the production of a cultural journalism magazine and is useful both as a teacher's guide and as a reference for students.

NATIONAL COMMISSION ON RESOURCES FOR YOUTH
36 West 44th Street
New York, New York 10036

NCRY serves as a national clearinghouse of "youth participation" projects in schools and in the community. It maintains a file of over 800 descriptions of programs in which young people are performing unusual and/or significant activities in their communities. The commission's newsletter, "Resources for Youth," is a useful collection of information and data.

EDUCATION AND WORK PROGRAM
Northwest Regional Educational Laboratory
710 SW Second Avenue
Portland, Oregon 97204

This group is currently engaged in research involving three important areas related to experiential education: a study of factors students most associate with excellent learning experiences in the community and those they associate with "nonlearning" experiences in the community; a study of common and unique elements among various experiential approaches; and a study to explore the construct of responsibility and how young people develop and grow in this area. They have published many resources

including "Experience-based Learning: How to Make the Community Your Classroom"; "Student Guide to Writing a Journal"; "Student Competencies Guide: Survival Skills for a Changing World"; "Student Record of Community Exploration"; and "The Community Resource Person's Guide for Experience-based Learning."

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
1904 Association Drive
Reston, Virginia 22091

The NASSP has published three items of interest with regard to why "action learning" ought to be a part of the public high school. These include "This We Believe," a statement of NASSP's guiding principles and a clear advocation that schools need to be more experiential; "American Youth in the Mid-Seventies," the conference report of the National Committee on Secondary Education; and "25 Action Learning Schools," containing an excellent section on the development and background of experiential education, useful descriptions of exemplary action learning schools, and a list of recommended readings.

OUTWARD BOUND, INC.
384 Field Point Road
Greenwich, Connecticut 06830

Outward Bound, Inc., is the parent organization of the seven Outward Bound schools in the United States. Though each school is an invaluable resource to anyone interested in adapting outdoor/adventure education techniques to the traditional school setting, two schools in particular have had a long and varied involvement in developing programs for troubled youth: Colorado Outward Bound School, 945 Pennsylvania Street, Denver, Colorado 80203, and Hurricane Island Outward Bound School, Box 429, Rockland, Maine 04841. Outward Bound, Inc., has also coproduced (with National Geographic) an excellent film entitled Journey to The Outer Limits, which details the Outward Bound experience as it relates to a group of young people including a young woman from an upper class East coast family and an inner-city gang leader. A booklet titled "Journey: How to Get Started" is available from the National Geographic and is an excellent teacher's guide.

CENTER FOR YOUTH DEVELOPMENT AND RESEARCH
48 McNeal Hall
University of Minnesota
St. Paul, Minnesota 55108

The center can provide information on action-learning programs in Minnesota including program descriptions, curriculum ideas, classroom activities, and specific ideas for short-term and long-term community experiences. Researchers at the center are currently involved with a major project to determine the methods for evaluating the outcomes of experiential learning. Their booklet, "Action Learning in Minnesota," is an excellent resource guide which details 30 exemplary programs.

National School Resource Network

28

R.3.3.6

Technical Assistance Bulletin

Peer Culture Development

Summary

The powerful influence of peers on student values, decisionmaking, and behavior cannot be overlooked in examining the causes of the widespread and increasing incidents of crime and violence in schools. The negative and destructive behavior of students can often be changed by rechanneling peer influence to defuse potentially violent situations and by dealing with student problems before they are translated into more serious antisocial behavior. This bulletin describes how a peer counseling program has been utilized for this purpose.

The Problem

As the incidence of crime, violence, and vandalism increases in the schools, the educational climate deteriorates. Students are often influenced by their peers to act in negative and destructive ways and to perform delinquent acts. When this happens, the school environment is no longer conducive to learning or positive behavior.

The Solution

Rock Island

Peer Culture Development, Inc., was originally incorporated in Rock Island, Illinois, in 1974 as the Center for Youth Services, a nonprofit organization aimed at preventing juvenile delinquency and school dropouts as well as improving human relations among teenagers. The organization was initiated in response to a riot-type situation in Rock Island High School in 1972.

The Peer Culture Development (PCD) counseling program was designed to supplement regular individual counseling by utilizing peer group pressure in a controlled yet voluntary situation to modify and redirect negative behavior. Both positive and negative peer leaders are utilized to identify and deal with problems before they escalate into antisocial or delinquent behavior. By operating in schools, quick and preventive responses and improvement in the school setting itself are possible. The voluntary nature of the program enhances chances for success and removes any stigma from participation. Students deal with their peers at the school where negative behavior is often exhibited and detected earlier than in other situations.

The original goals of the PCD peer counseling program were to:

- Provide a delinquency prevention program for schools.
- Relate the delinquent to his or her victim.
- Provide a delinquency prevention treatment resource for the juvenile justice system, including liaison with juvenile service agencies.
- Increase peer support for youth returning to school after institutionalization.

Prepared under Grant #79-JS-AX-0049 from the Office of Juvenile Justice and Delinquency Prevention, the Enforcement Assistance Administration, U.S. Department of Justice. Points of view or opinions in this document are those of the NSRN and do not necessarily represent the official position or policies of the U.S. Department of Justice.

- Decrease the incidence of school dropouts as well as crime in the community.

As the program evolved, additional goals were established in order to--

- Provide sufficient training for school personnel in leading PCD counseling groups
- Change student attitudes through values clarification
- Develop means for disseminating the methodology to other school systems
- Prepare Rock Island schools for desegregation (which began in 1976)
- Allow the program to evolve into long-range maintenance of lowered delinquency and disruptive behavior in schools
- Divert students from law enforcement agencies and the courts and from negative to positive behavior patterns.

The program is predicated on three concepts:

- The individual has no right to hurt him or herself.
- The individual has no right to hurt others.
- The individual has an obligation to help other people.

By the 1975-76 school year, the PCD group counseling program had expanded to include 13 daily peer group meetings in 11 schools--the high school (3 groups), 4 junior high schools, and 6 elementary schools. Natural peer leaders, both positive and negative as well as more passive students regarded as needing redirection or values clarification, were asked to participate upon referral by school officials, PCD group leaders, parents, teachers, outside agencies, or themselves. Participation is largely voluntary, requiring student and parental permission, although students are occasionally referred by courts or community service agencies. Groups consist of 10 to 12 students of the same sex. The content of meetings is confidential; any participant violating this standard may be excluded.

The purposes of group interaction are to--

- Establish a caring atmosphere
- Defuse potentially troublesome situations
- Provide support and constructive help with participant problems
- Reduce prejudices and barriers to communication.

The procedure for group meetings is as follows:

1. Individuals present their problems.
2. The group decides which problem presented at that meeting is most serious and most warrants the group's attention.
3. A problem-solving discussion is held concerning that problem.
4. The group leader summarizes the most prominent points brought out in the discussion.

During the first 3 weeks of program operation, group leaders are assigned, orientation is provided for school staff and students, potential participants are identified and approached, permission for participation is obtained, and the first groups are scheduled.

In the following 2 weeks, participants are introduced to the peer group process. Next, for 4 to 6 weeks, the group attempts to build trust among participants; students begin to discuss themselves and their problems; the benefits of alternatives to negative behavior become apparent; and positive changes are supported by the group.

Then, for 9 more weeks, students with problems are referred to the group and are introduced to group concepts. Concern and support is evident, and the group suggests alternatives to negative solutions. The referred student chooses a solution and the group offers follow-through help. Whenever a problem situation is presented to the group, participants decide whether it can

be solved by students. principals in the situation are invited to the group session to air their views. alternative solutions are sought. and finally. the group becomes committed to a peaceful solution and monitoring progress towards that solution.

In the 1975-76 school year. 12 group leaders organized 67 groups in the Rock Island schools with a total of 723 full-time and 1,399 part-time participants.

Detroit

In Detroit, Michigan, four high schools instituted peer culture groups staffed by school system personnel trained by PCD. The Detroit program involved two types of group counseling--Guided Group Interaction and Personal Mastery--with two 10- to 15-member groups of each type in each of the four schools. Individual and group tutorial/remedial sessions were provided for all students as needed.

Results

Peer counseling programs in Rock Island, Illinois and Detroit, Michigan, were evaluated after the first and second years of operation. The evaluations were typically based on the incidence of criminal and disruptive behavior reported by students themselves, official school and law enforcement records, and attitudes of students, group leaders, officials, and others familiar with the program.

Rock Island

In Rock Island, the program had a pronounced effect in reducing truancy, delinquency, and substance abuse by full-time participants. According to reporting students, truancy decreased by at least 40 percent, and property and personal offenses were also significantly reduced. Overall, fewer participants reported participating in delinquent behavior, and those who continued such behavior committed fewer offenses. The student assessment was overwhelmingly favorable, more so among high school students than among junior high school students. The second-year evaluation revealed the following reductions in the incidence of negative behavior:

Offense/Negative Behavior	Percent Reduction
Truancy	40
Disciplinary violations	60
Theft, burglary, shoplifting	73
Assault, violent behavior, rape	71
Drunkenness, drug use, procuring, prostitution	35

Data were also collected on changes in high school student attitudes after program participation, revealing the following reactions to the program's effectiveness:

Program Evaluation Statement	Percent of Students Agreeing with Statement
Reduced racial prejudice	46
Reduced violence in schools	64
Increased communication between students	71
Increased helpfulness and caring	78
Increased respect for personal property	49
Made the student a more responsible person	70
Increased respect for faculty	39
Increased respect for administration	40

The group leaders were well received by the students, who felt the leaders exerted an appropriate amount of control, were self-confident, and had a genuine interest in the group.

Elementary school participants, parents, and teachers were also consistently very positive about the program (students and parents more so than teachers).

Near the end of the second semester of program operation, most participants in six sampled high school and junior high school groups felt their groups had achieved or were close to reaching the level of "tough caring," when participants are trusting and genuinely concerned about group members and the school environment and when peer influence is greatest.

The community, however, seemed polarized. Some felt the peer counseling project was just another Federal giveaway program. Evaluators felt these opponents were usually supporters of traditional educational methods, content, and discipline as opposed to more innovative methodologies and

approaches. Generally, favorable reactions were expressed by the superintendent of schools, principals and assistant principals, teachers, school counselors, security personnel, law enforcement and probation workers, and the director of the local youth guidance council. Some lack of support was noted, however, on the part of some law enforcement agencies and other nonprogram officials which was attributed to the failure of program organizers to establish a foundation in the community, with school personnel, and with law enforcement and related agencies before the program was initiated.

As the program evolved, PCD group leaders identified several problems and needs:

- The program needed a better public relations effort.
- Acceptance by school personnel and the community could be enhanced by academic credentialing of program personnel.
- In-depth training would make possible more sophisticated handling of human relations issues.
- More home visits should be made.
- Training was not sufficient for program implementers in the elementary school setting.
- Liaison between program staff and administrators and between group leaders and their coordinator needed improvement.
- A more formal training program would ensure that group leaders had the benefit of similar qualitative and quantitative preparation.

In summary, the Rock Island peer counseling program is credited with increasing communication between students, decreasing racial problems and violence in schools, increasing helpfulness and caring, and helping students become more responsible people and more respectful towards faculty and administrators.

Detroit

Impact of the Detroit peer culture groups was measured by examining behavior records before and during the program for the 365 high school students participating during the January-June 1979 semester. The results were similar to the findings of the Rock Island evaluation. The following changes in student behavior were noted:

Behavior	Percent Change
Fights in school	-60
Assaults on teachers	-50
Disruptive behavior in class	-57
Disruptive behavior on campus	-55
Illegal activity or negative police contacts	-55
Absences from school	-31
Failing grades	-41
Credit hours earned	+31

Replication Issues

A successful peer counseling program can be implemented and become successful in any school system if certain preconditions exist:

1. The school board and school administrators must be willing to tolerate negative behavior of students which would otherwise result in suspension or referral to outside agencies. That is, they must be willing to deal with such behavior within the educational structure.
2. The faculty must be oriented toward the program before implementation to facilitate student referrals by the faculty and faculty input in the form of feedback to and from teachers.
3. Liaison with existing child service agencies such as the police department, sheriff's office, welfare and youth service agencies is necessary to provide a means for exchanging information on participant progress.
4. The peer counseling program must be independent of the school administration.

Operational prerequisites are that the program be voluntary, confidential, include positive peer leaders, have available group leaders who will be accessible to students and faculty, and exist in an atmosphere of willingness to move away from the tendency toward institutionalization.

In addition, a firm foundation for the program must be established in the community, the school system, and law enforcement agencies. The Rock Island PCD program has expanded to operation in Detroit and Berrien County, Michigan, and Chicago.

Required Resources

The Rock Island positive peer culture program, funded during its first year by a local foundation, served as the model for the Peer Culture Development program now operating. With the support of the school system, the original organization applied successfully for a Federal grant. The Law Enforcement Assistance Administration provided 90 percent funding to reorganize and expand the program.

PCD maintains a public and private relations program for those interested in peer counseling. Print and media materials are available, and the PCD executive director and group leader coordinator will make local presentations or arrange visits to the program for local decisionmakers.

References

Boenm, Richard G. Peer Group Counseling: A School Based Juvenile Diversion Program. St. Louis: Gateway Information Systems, Inc., 1976.

Howlett, Frederick W., and Boenm, Richard G. School-Based Delinquency Prevention: The Rock Island Experience. Austin, Texas: Justice Systems, Inc., 1975.

Contact

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229 North LaSalle Street
Room 1264
Chicago, Illinois 60601
(312) 236-4607

Course 3 - School Climate

Module 3.3 - Student Involvement in School Processes and Programs

Student Involvement Annotated Reading List

Bennett, S.A. Something More Than Survival: A Student-Initiated Process for School Climate Improvement. Walnut Creek, California: Center for Human Development, 1978.

An excellent process guide for those who have decided to improve their own school climate and reduce the distress that interferes with learning. Describes 26 separate steps and comes in a package with sample flyers, training handouts, and survey instruments for reproduction. The process and materials were developed with the help of five Northern California schools under a grant from the California Department of Alcohol and Drug Abuse.

McPartland, J. M., and McDill, E. L., eds. Violence in Schools. Lexington, Massachusetts: Lexington Books (D. C. Heath & Company), 1977.

Contains perspectives on the problem, descriptions of intervention programs, and position statements. Includes a chapter on research on crime in schools. Presents evidence that student access to the school governance and curricular structure is a factor of nonviolent schools.

National Commission on Resources for Youth. Youth Participation: A Report to the Department of Health, Education and Welfare, Office of Human Development, Office of Youth Development, 1975.

This paper was developed by NCRY in response to a request from the Office of Youth Development. It provides a widely accepted definition of youth participation, distinguishes youth participation from other types of programs, and presents the benefits of youth participation to different components of society, issues, concerns, and prospects for growth.

National Institute of Education. Violent Schools--Safe Schools: The Safe School Study Report to the Congress. Washington, D.C.: National Institute of Education, 1977.

The Safe School Study was undertaken in response to Congress' request that HEW determine the number of schools affected by crime or violence, the type and seriousness of those crimes, and how school crime can be prevented. The study is based on a mail survey of over 4,000 schools, an on-site survey of 642 schools, and case studies of 10 schools. Four factors were identified as likely to reduce or control the level of violence in schools. (There is also an executive summary of the report.)

Pearl, A., Grant, D., and Wenk, E., eds. The Value of Youth. Davis, California: Responsible Action, 1978.

This book rests on the premise that youth are in general devalued in our society and shows how this devaluation leads to unemployment, ineffectual schooling, and alienation. As an alternative, numerous programs where youth serve as competent participants in their communities are described, and a call is put forth for a national policy which would value youth.

Ryan, C. The Open Partnership: Equality in Running the Schools. New York: McGraw-Hill.

A description of approaches to and the effects of equal partnership with students in school decisionmaking.

Teacher Corps Youth Advocacy Loop, University of Vermont. Student Initiated Activities: A Strategy in Youth Advocacy.

A description of the history and present status of Activity II of the Teacher Corps Program (Student Initiated Activities). Also included is material from the Youth Participation Conference on Student Initiated Activities which was held at Oakland University on November 8-10, 1977, and project reports from Activities I and II of the Teacher Corp program.

Wenk, E. Partnership in Research. Davis, California: International Dialogue Books, 1980 (in press).

A novel approach to education, learning, and social change, Partnership in Research utilizes the "self-study" method. Young people are involved as "participant researchers," defining, observing, and evaluating issues that they feel have a significant impact on their lives. The book describes an early PIR project in a New Hampshire school as well as more recent applications of the self-study method.

During the 1970's, five national commissions studies both the social context of youth and the situation in the nation's secondary schools. Each commission recommended reforms in schooling process to--

- Reduce isolation of youth from the greater community
- Provide more meaningful learning situations
- Offer more choice as to method of instruction.

The reports:

1) Coleman, James, ed. "Youth Transition to Adulthood," The Report of the Panel on Youth of the President's Science Advisory Committee. Chicago: University of Chicago Press, 1974.

2) Brown, B. Frank, ed. "The Reform of Secondary Education," A Report to the Public and the Profession by the National Commission on the Reform of Secondary Education, sponsored by the Charles F. Kettering Foundation. New York: McGraw-Hill, 1973.

3) Martin, John Henry, ed. "The Education of Adolescents," The Final Report and Recommendations of the National Panel on High School and Adolescent Education. Washington, D.C.: U.S. Government Printing Office, 1976.

4) "American Youth in the Mid-seventies," A Report of a Conference sponsored by the National Committee on Secondary Education of the NASSP (National Association of Secondary School Principals). Washington, D.C.: National Association of Secondary School Principals, 1972.

5) Weinstock, Ruth, ed. "The Greening of the High School," A Report on a Conference sponsored by the Education Facilities Laboratories and IDEA. New York: New York Educational Facilities Laboratory, 1973.

Two summaries of the reports:

1) Cawelti, Gordon. "Vitalizing the High School: A Curriculum Critique of Major Reform Proposals." Washington, D.C.: National Association for Supervision and Curriculum Development, 1974.

2) Zajchowski, Richard A. "The Establishment Critics: A Summary of the Major Reports on Secondary Education in the 70's." Denver: Association for Experiential Education, 1978.

Course 3 - School Climate

Module 3.4 - Law-Related Education

Module Synopsis

Purpose

The purpose of this module is to help participants become more aware of and more involved in law-related education as a curriculum approach. By providing students knowledge of their rights and responsibilities under law and by teaching non-violent approaches to conflict resolution, law-related education can be a significant factor in reducing violence and vandalism.

Objectives

Participants will be able to--

1. Define the goals and objectives of law-related education programs
2. Discover and use methods and strategies for introducing law-related education into schools/classrooms
3. Identify curriculum materials, programs and resources suitable for teaching law-related education

Target Audiences/Breakouts

This module is designed for teachers, administrators, curriculum coordinators, counselors, lawyers, police, probation officers, parents and students. Activities are appropriate for those unfamiliar with law-related education as well as those with some knowledge in the field.

Course 3 - School Climate

Module 3.4 - Law-Related Education

Module Synopsis (continued)

Media/Equipment

Overhead projector
Screen
Flip chart
Marker

Materials

Transparencies

3.4.1	Conditions Favoring Development of Law-Related Education
3.4.2	Teaching Law-Related Education as a Deterrent to Crime
3.4.3	Three Goals of Law-Related Education

Participant/Trainer Background Materials

3.4.1	Case
3.4.2	National Projects of Special Interest
3.4.3	"Curriculum Materials and Resources for Law-Related Education"

Trainer Background Materials

3.4.4	"Law-Related Education--Current Trends, Future Directions"
3.4.5	"Law-Related Education--What It Is and Why It Is Needed"

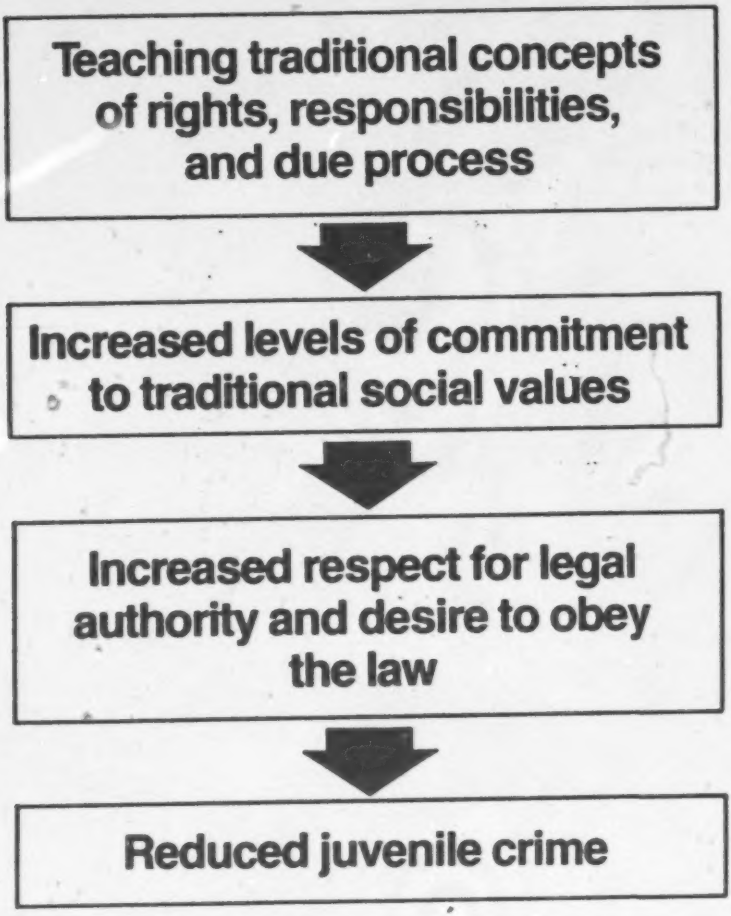
Participant Worksheets

3.4.1	Index
3.4.2	Classified
3.4.3	"Grin and Bear It"
3.4.4	"Momma"
3.4.5	"The World of Animals"

Conditions Favoring Development of Law-Related Education

- Widespread ignorance of the function of law in American society
- Increasing alienation among young people toward the American system of constitutional government

Teaching Law-Related Education As a Deterrent to Crime


Teaching traditional concepts of rights, responsibilities, and due process
Increased levels of commitment to traditional social values
Increased respect for legal authority and desire to obey the law
Reduced juvenile crime

Three Goals of Law-Related Education

- Reduce crime and antisocial behavior
- Restore confidence and encourage responsible political participation
- Develop analytical ability

Course Agenda by Module

Course 3 - School Climate

Module 3.4 - Law-Related Education

Total Time 1 hour

Module Summary

This module provides a rationale for including law-related education in the curriculum and introduces programs and resources related to law-related education used by schools. By providing students knowledge of their rights and responsibilities under law and by teaching nonviolent approaches to conflict resolution, law-related education can be a significant factor in reducing violence and vandalism.

Activity/Content Summary	Time
1. Introduction	10 min.
A. Participants Take a Mind Walk	
B. Recalling the 1960's	
2. Rationale and Goals for Law-Related Education	10 min.
The historical context from which law-related education evolved, the need for law-related education, and the relationship between law-related education and crime reduction in schools is introduced.	
A. Conditions Favoring Development of Law-Related Education	
B. Law-Related Education--The Result of a Collective Response	
C. A Model for Teaching Law-Related Education as a Deterrent to Crime	
D. Three Goals of Law-Related Education	
3. Demonstration of a Law-Related Education Activity	20 min.
A. Explanation of the Activity	
B. Small Groups Use the Adversary Approach	
C. Summary of Small Group Findings	
4. Characteristics of Law-Related Education Programs	5 min.
A. The Wide Variety of Law-Related Programs	
B. Discussion and Information about National Projects	

Activity/Content Summary	Time
5. Presentation of Resources	15 min.
A. Trainer Discusses Background Material on Resources Available	
B. Small Group Activity	
Participants complete worksheets containing news items.	

Materials/Equipment	Sequence/Activity Description

1. Introduction (5 min.)

   A. Participants Take a Mind Walk

   (NOTE: This activity was developed by Dr. Isadore Starr, Professor Emeritus, Queens College, New York.)

   The procedures are as follows--

   - Begin by telling participants that you are going to tell them a short story about your life.
   - The participants' role is to identify anytime you mention an event or idea which is in anyway related to the law.
   - They then must clarify the nature of that relationship.

   A typical beginning for a mind walk is--

   - "My name is ...." (Hands go up because the law relates to one's name. It is recorded on a birth ceritificate, and if it is changed, it must be done so legally.)
   - "I was born ..." (Laws of inheritance and parentage apply here.)
   - "My parents ..." (Laws of marriage or divorce or death may apply here.)

   B. Recalling The 1960s (5 min.)

   Trainer should ask participants to share out loud their recollections of the 1960 years. Words and phrases, such as Vietnam, protests, assassinations, which they associate with those years should be written on a flip chart.

2. Minilecture Using Transparencies: Rationale and Goals for Law-Related Education (10 min.)

   (NOTE: In developing this minilecture, trainer should refer to the background materials following this module.)

Materials/ Equipment	Sequence/Activity Description
Overhead projector Screen Transparency 3.4.1	A. Conditions Favoring Development of Law-Related Education Trainer should make the following point: o During the turbulent 1960s, two social conditions were observed. Show Transparency 3.4.1* and make the points below: **Conditions Favoring Development of Law-Related Education** • Widespread ignorance of the function of law in American society • Increasing alienation among young people toward the American system of constitutional government o In this presentation we will introduce the goals of law-related education. o These goals, which are a direct response to those two social conditions, aim at reducing violence and vandalism in schools. B. Law-Related Education--The Result of a Collective Response o Law-related education is the collective response to these conditions by people in the fields of education, law, law enforcement, and justice. *From "Law-Related Education--What It Is and Why It Is Needed", Law-Related Education in America Guidelines for the Future

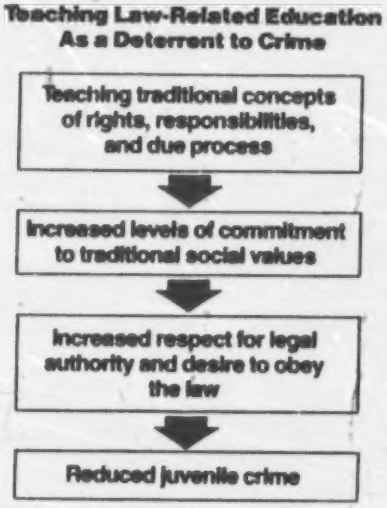
Materials/ Equipment	Sequence/Activity Description

- Pollsters, educators, and policymakers observe that most students are ignorant of the role of law in society and that this ignorance is a major factor in the general alienation of students from law, justice and education--the systems which govern their lives.

C. A Model for Teaching Law-Related Education as a Deterrent

Transparency 3.4.2

Show Transparency 3.4.2 and make the points below.


Teaching Law-Related Education
As a Deterrent to Crime
Teaching traditional concepts of rights, responsibilities, and due process
Increased levels of commitment to traditional social values
Increased respect for legal authority and desire to obey the law
Reduced juvenile crime

- Law-Related Education focuses on in-depth learning for students about the law and the legal system.
- When students understand the system and know how to deal with the system lawfully, their cynicism, apathy, anger and anti-social conduct decline.

D. Three Goals of Law-Related Education

Transparency 3.4.3

Show Transparency 3.4.3 and make the points below:

Materials/ Equipment	Sequence/Activity Description

Three Goals of Law-Related Education

- **Reduce crime and antisocial behavior**
- **Restore confidence and encourage responsible political participation**
- **Develop analytical ability**

o Drug sales, vandalism, theft and acts of violence against other students, teachers and administrators are frequent in the schools.

o A Lou Harris poll conducted in 1973 concluded that a majority of people were "alienated and disenchanted, feeling profoundly impotent to influence the actions of their leaders."

o The poet Archibald MacLeish, who was trained as a lawyer, said, "What law tries to do is impose on the disorder of experience the kind of order which enables us to live with the disorder of experience." Law-related studies teach students to reason, make persuasive arguments, and gain skill in gathering evidence.

3. Demonstration of a Law-Related Education Activity (10 min.)

A. Explanation of the Activity

Trainer refers participants to the case in the Participant Guide.

Materials/ Equipment	Sequence/Activity Description

CASE

"Leslie was with a group of classmates at a school game. During half-time, a fellow student offered to sell Leslie and the group some drugs. Leslie refused but one of the group accepted the offer.

The next day the school principal called Leslie into the office and said that the friend who bough the drugs was in critical condition caused by impurities in the drug. The principal said the school had received information that Leslie was present during the incident, and asked Leslie to identify the drug pusher. Leslie refused and was suspended by the principal.

Leslie asks that the principal's decision be turned around."

Case 3.4.1

Background Material 3.4.1

Flip chart Marker

The procedures are as follows:

(1) Trainer refers participants to Background Material 3.4.1 and reads the case out loud. Point out that group should assume that all statements in the case are true.

(2) Trainer then asks participants the following questions--

- What are the facts in the case?
- What are the issues?
- Who is the plaintiff?
- The defendant?

Trainer writes the ideas on a flip chart.

(3) Trainer divides participants into groups of three. If anyone is left over, he or she may act as observer.

B. Small Groups Use the Adversary Approach

The procedures are as follows:

(1) Trainer directs groups to determine which member will be the decisionmaker, the plaintiff, and the defendant.

(2) Trainer explains that the plaintiff speaks to the decisionmaker first and presents his or her side. Then the defendant speaks. The decision maker may ask questions before reaching a decision. He or she notes the decision down but keeps that decision a secret.

Materials/ Equipment	Sequence/Activity Description

C. Summary of Small Group Findings

The procedures are as follows:

(1) Trainer asks decisionmakers to stand.

(2) Trainer asks each decisionmaker to present the decision and explain why he or she made that decision.

(3) Trainer should note the following--

- It is not unlikely that there might be more than one decision per case.
- Many variables effect a decision, including the judge, the testimony, and how well the case was presented.
- Due process requires that laws be precise and clear and that guidelines be set forth regarding enforcement. Otherwise, law would have no meaning and people would be unable to determine what they can or cannot do.

(4) Trainer invites participants to suggest ways an activity such as this could be a factor in reducing violence and vandalism in the school and classroom--the goal of this workshop.

Trainer writes responses on a flip chart. (Responses might include knowledge/attitude/behavior changes arising from the activity--improved decisionmaking, critical thinking, listening, problem-solving, working with others, resolving conflicts verbally, or developing constructive attitudes.)

Trainer may wish to ask: How can the adversary method help reduce violence and vandalism?

(Responses might include--oral advocacy is a better way than physical force to resolve conflict; there's a chance to broaden one's perspective by taking on another's argument.)

Participants should now take a 5 minute break.

4. Minilecture: Characteristics of Law-Related Education Programs (10 min.)

A. The Wide Variety of Law-Related Education Programs

Trainer should make the following introductory points--

Materials/ Equipment	Sequence/Activity Description

- o There are over 400 different LRE programs currently in operation.

- o There is a wide variety of approaches to these law-related programs.

  - Some approaches are very practical and teach skills that may help students cope with the legal system. For example, what to do if you are arrested? When do you have to file an income tax return?

  - Some approaches are conceptual and build curriculum around the fundamental and pervasive concepts of our legal and policitical systems. For example, who should make school policy decisions?

- o Somewhere in between the two approaches--the practical and the conceptual--lie others which incorporate in varying degrees the ideas of both.

- o Quality law-related education programs encourage students to identify and analyze issues, not just learn legal facts and principles uncritically.

- o Almost all programs involve the combined efforts of lawyers, educators, civil and criminal justice officials, and other community leaders. This involvement includes arranging field experiences, assisting in the development of curricula, and participating in classroom presentations.

- o Since most educators have not studied the law and legal system, a variety of seminars, workshops, and institutes are offered by projects on the substance, pedagogy, and administration of law-related education. A number of these projects are listed and described in the Background Materials.

B. Discussion and Information About National Projects

Background Material 3.4.2

Trainer should make the following points:

- o The Juvenile Justice and Delinquency Prevention Act of 1974 coordinates the various Federal programs dealing with the prevention and treatment of juvenile delinquency and authorizes Federal funds to assist innovative State, local and private programs.

- o The Office of Juvenile Justice and Delinquency Prevention (OJJDP) Law-Related Education Program has funded six national organizations to provide specialized training for educators, lawyers, juvenile justice officals and community leaders as well as to expland law-related studies for students in grades K-12.

Materials/ Equipment	Sequence/Activity Description

- There is information on these programs included in Background Material 3.4.2/

- Other national projects of special interest which provide a variety of consulting services, including on-site assistance to individuals and groups throughout the country are also described in Background Material 3.4.2.

5. Presentation of Resources (15 min.)

A. Trainer Discusses Background Material on Resources

Background Material 3.4.3

Trainer refers participants to Background Material 3.4.3 in the Participants Guide. Trainer should point out that materials and resources include information about--

Books	Curriculum
Pamphlets	Staff development
Magazines	Games
Programs	Fundraising
Audiovisuals	Organizations

Trainer should point out that--while the Background Material describes materials and resources for purchase, loan or reference, there are also materials and resources at the participant's immediate disposal.

Worksheets: 3.4.1 3.4.2 3.4.3 3.4.4 3.4.5

B. Small Group Activity*

Trainer then asks participants to divide into groups of five and refer to the set of five worksheets in their Participant's Guide.

The procedures are as follows--

(1) Instruct participants to select one worksheet and go through it as closely as possible, underlining every item which relates to law.

(2) Direct participants to exchange worksheets with one another, and scan how others carried out the task on their worksheets.

*Based on "Getting Started: The Awareness Workshop" by Lynda Falkenstein in Teaching Teachers About Law.

Materials/ Equipment	Sequence/Activity Description
	(3) Trainer asks participants the following questions-- - Did you find certain worksheets were more marked up than others? Why might this be? - Was there reference to tax law? Health laws? State law? (4) Point out that there are always materials for teaching law-related education--such as discarded newspapers, magazines and labels from packages, cans and bottles. (5) Ask participants for their ideas about other "free" and easily available materials.

Course 3 - School Climate

Module 3.2 - Law-Related Education

Worksheet I-D 3.4.1

Participant Worksheet

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TEACHERS (CORRECTIONAL)

Salary determined by Local Bd of Educ. Pay Scale based on educ. & exper.

The Md. State Dept. of Educ. is currently accepting applications for positions as Correctional Teachers. Vacancies will be filled from a list of eligible candidates established as a result of interviews conducted from the applications received. The established eligible list will be in effect for a period of 1 yr.

These are professional level positions involved direct classroom instruction to adult inmate students in correctional institutions located in Baltimore City, Jessup, & Hagerstown.

MIN. QUALS.: Bachelor's degree in basic reading, basic mathematics, humanities, arts, secondary educ., special educ., adult educ. & /or correctional educ.

Applicants must complete the Md. State Dept. of Educ. blue application for employment form indicating application for POS #C08 TO 179. Applications for employment may be obtained in person from any local School Bd. Personnel or local Md. State Employment Service Office.

Application information supporting the applicant's qualification for the position must clearly show how he/she meets the minimum qualifications. Requests for mailing of applications must be directed to the State Dept. of Educ. Office of Organization & Personnel, P.O. Box 8717, BWI Airport, Baltimore, MD 21240, (301) 796-8300, Ext. 487. Closing date for receipt of applications will be 10/17/79. Applications will be acknowledged.

THE MD STATE DEPT OF EDUC. IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER WITHOUT REGARD TO RACE, SEX, OR AGE. MINORITIES, WOMEN AND HANDICAPPED INDIVIDUALS ARE ENCOURAGED TO APPLY

TEACHERS—High school algebra & science 340-5344, 596-4956

TEACHER—Assistant/PT. Pre-school & undergrad. 9 to 12, M to F, and E.V. to Carrier. 2000 Kearney Rd., N.W. D.C. 20009

TEACHER

Biology & Chemistry combination. Full time Pvt. school. N.W./C.C. area. Call 363-2986

TEACHER—for severly retarded adults for pvt. center in Temple Hills, Md. Md. teaching certification required. 894-6618

TEACHERS AIDE—For Montessori classroom Children ages 2½ to 5 yrs. 9-1. Near Metro stop. 362-2777, 529-2966

TEACHER

SPECIAL EDUCATION

The Developmental School of Washington, an integral part of the residential and day treatment program for children and adolescents at the Psychiatric Institute is seeking a full time teacher in elementary education. Position requires certification in Special Education and certification in subject area. Minimum 2 years teaching experience required. Salary range $15-$17,000. Interested applicants should submit their resumes to: Care of the Personnel Department, THE PSYCHIATRIC INSTITUTE, 4460 Mac Arthur Blvd., NW, Washington, D.C. 20007. An Equal Opportunity Employer

TEACHER—Openings for Spec. Ed. understudies to teach, plan and direct school component of small residential facility for adolescent boys. Prefer, coll. to Spec. Ed. & one year of classroom exper. w/ E.D., L.D. student. Send resume to Dimon House, 7701 Old Telegraph Rd., Alex., Va. 22310

TEACHERS—Speech Teacher, Masters degree, ASHA certified, exper. req'd. Small city school for handicapped children pk. 262-7022

TEACHERS—Teaching opportunities for speech therapists in Henry County, Va. Contact Director of Personnel, Henry County Public Schools, Box 996, Collinsville, Va. 24078 703-638-8311

TEACHERS—Subs. in Bus. studies for Feb. semester. 683-6564

TEACHERS-MUSIC—Jordan Kiddie Music seeking motivated full time teachers for the center. Should relate well with children & intermediate students & should be familiar with piano & organ. Call Mrs. Pinsons, Mon-Fri. 11 am-3 pm. 997-0600

TEACHERS AIDE—certified attendees for daycare center Alexandria preschool exper. req'd. 960-1031 ext 12

TEACHER—Pre school & Teacher Asst. at Oak Church area. Va. dr. 941-7653 750-3986

TEACHERS—Math, Eng., Soc. studies, Phys. Ed. for pvt. schl. in SE Sect, Md. certification req. (LD exper. pref. 505-1206

TEACHERS—Parlor ECE degrees 2 & 3 yr. olds. Also asst. Call 573-2585, Tues. 9-1.

TEACHER—Arlington ECE degree 2 & 3 yr. olds. Also asst. Call 527-3966, Tues. 9-1

TEACHERS—Tomato Kids, Md. ECE degrees 2 & 3 yr. olds. Kindergarten. Call 840-7572, Tues. Fri 9-4

TEACHER—Special educ. certified, exper. w/mentally retarded adults in vocational setting pref. Send resume to Ardmore Developmental Center, 2000 Lottsford Vista Rd., Mitchellville, Md. 20716 & OE

TEACHER—Child care center, Arlington, pre-school ed. & exper. teaching 2-5 yr. olds. Call 528-1261, Tues.-Fri 10-4

TECHNICIAN

Immed. opening in research lab for entry level technician. BS degree & a working knowledge of biology & chemistry req. Call 654-8852 for application.

MICRO-BIOLOGICAL, Assoc.
5221 RIVER ROAD
BETHESDA, MD 20816
E.O.E.

TECHNICAL WRITER

PRODUCT SPECIALIST

We are looking for someone special to fill an immediate need. Arbitron, a major radio & television audience market research firm, has a position for someone with experience in writing user software specifications to work on an audience measurement system. Person must also have good math skills for verification purposes. If you have the above qualifications and can communicate effectively both orally and in written form, give us a chance to review your background & talk with you. Send a detailed resume to:

Should have previous survey exper. Good telephone manner & ability to respond to various questions nec. Must be dependable & accurate. Sal. $4/hr. For information & to arrange for an interview please call 223-6800, ext. 217.

Equal Opportunity Employer M/F

TECHNICIAN—Preventive Maint. Salary + commission. Excel. benefits. Apply Rockv. Otic. Mech. 424-4114.

TECHNICIAN—Needed for a transmission electron microscopy lab. Bsc. deg. in biology or chemistry & 2 yrs. medical lab exper. Sal. range from $12,000 to $15,000. Exc. benefits. Send resume to: Personnel Dept., Madison Hall, Univ. of Virginia, Charlottesville, VA 22903 An equal opportunity/affirmative action employer

TECH WRITERS—See our ad in "SPORTS" Section VSE Card. 948-4681

TECH WRITER

Min. 2 yrs. exper. in area of operating & maintenance manuals for military equipments. Call 370-6868, or mail resume to:

RADIANT INC.
20 S. Quaker Lane
Alexandria, Va. 22314
An equal opportunity employer

TELECOMMUNICATIONS—NSU program coordinator for the Public Service Satellite Consortium, a non-profit membership organization providing telecommunications services to public service organizations. PSSC is looking for a creative, enthusiastic indiv. to coordinate innovative applications of telecommunications. Responsibilities incl. planning, developing & coordinating delivery & distribution of programs & services. Applicant should have administrative exper. Knowl. & exper. in development, marketing & telecommunications desirable. Advanced degree desired. Submit resume w/ sal. history by Sept 17, 1979 to: Dir. Nat'l. Satellite Network, Public Service Satellite Consortium, 1660 L St. N.W., Suite 900, Washington, DC 20036. An equal opportunity employer

TELEPHONE APPT. CLERKS—Falls Church, VA, am & pm, exper pref'd but will train. Salary + bonus, clear speaking voice nec. call 533-8838 for interview.

TELEPHONE REPRESENTATIVES—For Md. office, prior exper., but willing to train sharp person w/pleasant & clear phone voice. Earnings incl. top salary, bonus, commission, & co. benefits. Excel. for college student, secretaries, or Mornings & evenings. Call Mr. Thompson 620-2300

TELEPHONE SALES—Dealer promotion. Professionals only. Northern Va. location. Good opportunity for right person. For further info. Call Mr. Roberts at 691-1447

TELEPHONE WORK—Northern Virginia, START IMMEDIATELY, 6 positions open, $3/hr. plus hourly bonus, plus commission, plus cash incentives, paid weekly. Mr. Cranford, 560-6200

TELEPHONE OPERATOR—for prestigious downtown hotel, very courteous and pleasant voice a must. Experience helpful. Shift work. Please call 862-1734

TELEPHONE COMMUNICATORS—If you have a pleasant voice, enthusiasm and experience in dealing w/people, our association needs you for its membership recruiting and development program. Professional atmosphere, no high pressure. Associate background helpful, but not required. Choice Georgetown location. Full benefits include training. Sal. + commission. Send resume to Wash. Post Box M 2285

TELEPHONE SALES

LONG ON PROMISES?
SHORT ON PAYCHECK?

$200 weekly salary + bonuses (split shift). Clear clear voice a must. Exper. pref. but will train. Grow with new Md. (Rockville area) firm. Call 948-6971 (10 AM-6 PM all week)

TELEPHONE SOLICITOR—Work at home. Gd. opp'ty for homemakers, students, retired or handicapped persons. Call 941-6510

TELEPHONE SOLICITORS—Earn $100 to $400, comm. weekly. Springfield, Va. Basic Exper. preferred. Walk avail., Call Dave, 451-7524

TELEPHONE OPERATOR/CASHIER—P/T position, 5pm or 6pm shifts, will train. Come to Falls Church Yellow Cab, 336 South Washington St., Falls Church, Va. or call 532-2799

TELEPHONE TECHNICIANS—Atlantic telephone company in Rockville, Md. needs career oriented Key & PBX installers & repair tech. w/2 yrs. min. exper. Good company bnfts. & pay. Call 340-8668.

TELEPHONE TECHNICIANS

CALIFORNIA OPENINGS

California's leading non utility supplier of computer based & electronic business telephone systems has immed. opening for analog telephone station/PBX/KTS installers/repair persons. 2 yrs. ROLM, CBX or TR-32 exp. req. Excel. pay & benefits. Los Angeles based position.

CALL: MR. ADAMS COLLECT 213-760-6761
COMPATH
E.O.E., M/F

TELEPHONE SALES

BEST PAY PLAN IN THE METRO AREA

$20.00

TIRE MOUNTERS—One of the fastest growing tire service chains in the area is looking for hard-working, personable people. Openings avail. in Gaithersburg & Rockville. Excel. starting sal. + bens. w/high sal. potential. Please call 869-2188 wkdays, 9-5

TIRE SALES—Large Richmond, VA retail/wholesale operation needs aggressive, brand motivated, person for inside sales. Good knowledge of passenger trucks, industrial tires a MUST. Starting salary, $15,000 + all company benefits. Inquire Now Tire Co. of America, P.O. Box 6491, Richmond, VA 23230 (804) 257-7311. Attn. Bud G. E.O.E.

TIRE SALES—Goodl. Tire & Mag Wheel Servv. Good pay, benefits. Lee Lutes, 565-3670. TIRES OF SILVER SPRING, 8800 Ga. Ave.

TOW TRUCK DRIVERS—exper only. Allentie & Wheels. Call 565-6410.

TOW TRUCK OWNERS & OPERATORS—For Allentie & Wheels. 565-6481

TOW TRUCK DRIVER—Full time. Must be over 21. Have some exper. & a good driving record. $3.50/hr. to start. 445-2197

TOXICOLOGY REPORT WRITER

Borriston Research Laboratories is presently recruiting for a report writer with one to two years experience in toxicology report writing. Applicants' background should include a bachelor's degree in one of the life sciences or the equivalent in laboratory experience. Duties for the position will include assisting in the initiation of toxicity studies, coordinating and monitoring data collection, performing statistical analyses and report writing.

We offer excellent salaries and an outstanding benefits package. For interview call Bob Dunnigan at 899-3536 or send resume in confidence to:

BORRISTON RESEARCH LABORATORIES
5050 Beech Place

7421 EXPERIENCED ONLY NEED APPLY

TRAVEL AGENT—Exp. good appt. expanding Pittsburg area, write A. Mancini, Fox Chapel Travel Service, 1250 Freeport Road, Pittsburg, PA 15238 or call 412 781-6800.

TRAVEL AGENT—Must have at least 5 years experience in ticketing, 2 full years promotional sales experience for ATC approval. Call 367-856-3564

TREE CLIMBERS & GROUND PERSONS—Exp. only. 248-5277.

TREE WORKERS—Established nationally known tree care co. seeking capable persons. Good pay and co. fringe benefits. Exper. & driver's lic. nec. Only dependable people need apply. Office in Rockville. Call 340-3180 for interview. The Davey Tree Expert Co. E.O.E.

TRUCK MECH—Gas & Diesel. Own tools nec. 569-1113.

TRUCK MECHANIC—small shop. Light, med & heavy duty trucks. Quality pay, quality work. 779-4545 8 a.m.-4 p.m.

TRUCK DRIVERS—Fuel truck & flat bed exper. req'd. 322-6198.

TRUCK DRIVER
WAREHOUSEMAN

Only experienced Drivers w/Md. lic. need apply. To drive 22', 2 speed axle truck & work in warehouse. Approx. 50% driving & 50% hard warehouse work. All co. benefits. 5 day, 42 hr. wk., ad. hospitalization, pension, holidays/vacation. Plenty of overtime avail. in the month of November & December. Copy of driving record req. Call for Ray all. 10 am Tuesday for appt.

JUVENILE SALES CO.
11333 Maryland Ave.
Beltsville, Md.
937-6562

TRUCK DRIVER

Rockville furn. store needs person who is exper. furniture handler. Must have B drivers lic. Excel. starting sal. Knowl. of DC metro area helpful. Call Mr. Blair, 424-0667

TRUCK DRIVERS—2. Full time, perm. Class B license req. Must be reliable & sober. Apply 15600 Southdown Ln., Rockville, Md.

TRUCK DRIVERS—(2) Must be 21 or older. Valid Chauffer's license 2 years driving experience. Be familiar with N. Va. 979-1700

TRUCK DRIVER—W/moving exper., limmed opening. 322-7089.

TRUCK DRIVERS—Building supply experienced drivers only. Top pay & benefits. Call 587-2550.

TRAINERS—Human service consulting firm working in corrections, substance abuse, housing rehab., & other social program areas seeks applicants for positions as trainers/course coordinators in basic areas. Candidates must have experience in providing field assistance to human service programs, & must be experienced in the development and delivery of training materials. Some travel required. Salary to 20K with excellent benefits. Submit resume in confidence to: Wash. Post Box M22389 EOE M/F.

TRAINING REPRESENTATIVE

A division of a large manufacturing company located in Western Maryland is seeking a Training Representative. Required is a person with proven experience in developing and conduct-

Course 3 - School Climate

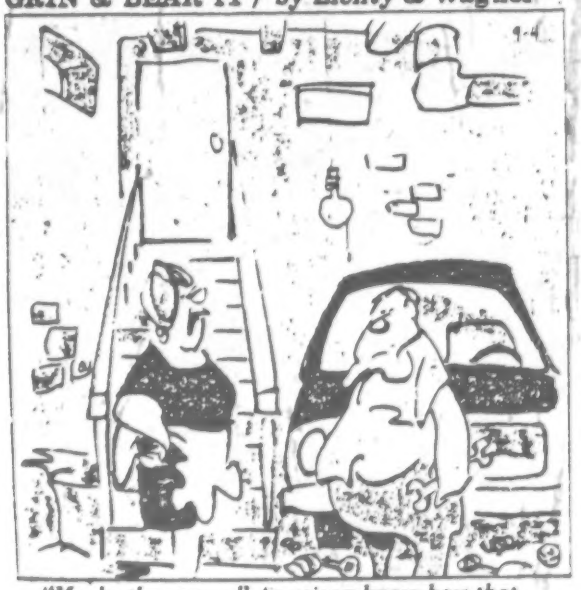
Module 3.4 - Law-Related Education

Worksheet I-D 3.4.3

Participant Worksheet

"Grin and Bear It"

GRIN & BEAR IT / *by Lichty & Wagner*



"Maybe the same ol' American know-how that helped you build a car that gets 90 miles per gallon will help you figure out how to get it out of the basement."

Course 3 - School Climate

Module 3.4 - Law-Related Education

Worksheet I-D 3.4.4

Participant Worksheet

"Momma"

MOMMA / *by Mell Lazarus*

WELL, WELL, IT'S MY SLOPPY SON!
HELLO, MOTHER.
I'VE DECIDED TO MOVE BACK HOME WITH YOU.
NOT BEFORE AN ENVIRONMENTAL IMPACT STUDY.
MELL LAZARUS

Course 3 - School Climate

Module 3.4 - Law-Related Education

Worksheet I-D 3.4.5

Participant Worksheet

"The World of Animals"

The World of Animals / by Dr. Frank Miller

DEAR DR. MILLER:

Tarzan is the first cat I ever knew that loves a bath. He will actually climb right in the tub, sit there and purr while I'm bathing him. I'm sure this is an unusual question, but are frequent baths bad for a cat's skin? Tarzen doesn't have bad skin. It looks perfect, but I was wondering.

—D.B.

Water won't hurt a cat's skin. Soaps or shampoos could, depending on their ingredients and how thoroughly they're rinsed off afterward. That's really the criterion. If the shampoo isn't irritating to begin with, and if it's rinsed off thoroughly to end with, then a normal cat's skin certainly wouldn't be harmed by the process.

DEAR DR. MILLER:

It was Tuesday after our weekend trip before we discovered all those ticks on Mr. Barker.

He spent a lot of that time in the house, and we first saw a tick crawling on the floor, then found them on him. We had him dipped for ticks right away, but don't know how many crawled away in the house before we knew about them. My husband assures me that they could die in just a few days anyway, but then he's not always right.

—E.F.

Not this time, anyway. Ticks tucked away in the woodwork, or elsewhere, might make their move back to Mr. Barker—or to you—as long as a year from now.

DEAR DR. MILLER:

I read this incredible story, claimed to be true, that they've been able to transplant a living brain from one rat to another. If this is so, will they be doing this in humans soon?

—S.A.

Grafting a small section of the brain from one rat to another has been successfully done. The transferred brain cells have thrived and the recipient animal benefited. There's a definite possibility the same technique could be applied to help humans with neurological disorders. This does not mean, however, that complete brain transplants are being contemplated now or in the future. There'd undoubtedly be a scarcity of volunteers with new heads or old ones, anyway.

Course 1 - School Law

Module 3.4 - Law-Related Education

Background I-D 3.4.1

Background Materials

Case

"Leslie was with a group of classmates at a school game. During half-time, a fellow student offered to sell Leslie and the group some drugs. Leslie refused but one of the group accepted the offer.

The next day the school principal called Leslie into the office and said that the friend who bought the drugs was in critical condition caused by impurities in the drug. The principal said the school had received information that Leslie was present during the incident, and asked Leslie to identify the drug pusher. Leslie refused and was suspended by the principal.

Leslie asks that the principal's decision be turned around."

NOTE: Assume that all statements in the case are true.

Course 3 - School Climate

Module 3.4 - Law-Related Education

Background I-D 3.4.2

Background Materials

National Projects of Special Interest
Six Grantees of the OJJDP Law-Related Education Program:
Summary of Projects

The Juvenile Justice and Delinquency Prevention Act of 1974 coordinates the various Federal programs dealing with the prevention and treatment of juvenile delinquency and authorizes Federal funds to assist innovative state, local, and private programs.

This legislation created the Office of Juvenile Justice and Delinquency Prevention (OJJDP), which administers the programs designed to furnish humane treatment to juveniles with problems and to prevent, reduce, and control juvenile crimes.

The OJJDP Law-Related Education Program has funded six national organizations to provide specialized training for educators, lawyers, juvenile justice officials, and community leaders as well as to expand law-related studies for students in grades K-12.

1. American Bar Association Special Committee on Youth Education for Citizenship (ABA/YEFC)
   1155 East 60th Street, Chicago, Illinois 60637

   ABA/YEFC provides a coordinating function for all grantees, national and regional leadership conferences, publications and consulting services, and it also serves as a national clearinghouse for the OJJDP program.

2. Children's Legal Rights Information and Training Program (CLRITP)
   2008 Hillyer Place, N.W., Washington, D.C. 20009

   CLRITP will carry out a four-part program, including (1) training of 70 professionals in mental health, social services, law enforcement, and related fields; (2) training of 70 adolescents in the same fields; (3) publication of children's rights columns in student, professional, and city newspapers; and (4) preparation of a manual on children's rights for graduate students.

3. Constitutional Rights Foundation (CRF)
   6310 San Vicente Boulevard, Los Angeles, California 90048

   CRF received in February 1978 a grant award from OJJDP to provide teacher training and technical assistance in five states, using its specially written curriculum materials on criminal justice and civil justice in secondary classrooms. This award has been expanded for a second year so that existing programs now include use of community resources, peer teaching, and other CRF components as well as a national "JUST US" newspaper written entirely by students and the development of Living Law, a book for students with minimum reading skills.

4. Law in a Free Society (LFS)
606 Wilshire Boulevard, Santa Monica, California 90401

LFS has received a grant award to carry out a law-related education program for two years. The major objective of this program is the establishment of ten law-related education centers in selected areas of the nation. The nature and scope of each center's activity will vary depending upon the needs and resources at each site. Through these centers, LFS will provide teacher training and student materials for K-12 instruction.

5. National Street Law Institute (NSLI)
605 "G" Street, N.W., Washington, D.C. 20001

The NSLI program is directed to a Street Law program in high schools, with three components: (1) publication of a textbook on this subject; (2) law school clinical programs in which law students teach Street Law to high school students; and (3) technical assistance and teacher training to school districts using Street Law. The OJJDP-funded program will enable NSLI to (1) provide technical assistance and teacher training in 30 cities, (2) provide technical assistance and funding for the replication of the Georgetown University Law Center law-related education model at six law schools, and (3) develop a court-based pretrial diversion program with a law-related education component.

6. Phi Alpha Delta Law Fraternity International (PAD)
1140 Connecticut Avenue, N.W., Washington, D.C 20036

PAD is a nonprofit professional service organization in the field of law. PAD has received an OJJDP grant for a two-year program beginning February 1979. The PAD program has five components:

- It will rally its entire membership to give support to this program.
- PAD members will be urged to generally support existing local, state, and national goals to reduce crime, vandalism, and violence in the United States.
- PAD will cooperate closely with the other five grantees to assist them in their respective law-related education programs.
- PAD will select ten metropolitan areas in which to promote and support specific law-related education programs serving at least 1,620 students in the local elementary, intermediate, and secondary schools.
- All PAD law school and alumni chapters, as well as individual members of the fraternity, will be encouraged to join in this fraternity-wide program by active participation in the ten metropolitan areas and to initiate their own juvenile justice and delinquency prevention projects in other areas.

Additional information about several of these projects, as well as others, is included in the following pages reprinted from the Directory of Law-Related Education Projects, 1978, ABA/YEFC.

National Projects of Special Interest

The following projects provide a variety of consulting services, including on-site assistance, to individuals and groups throughout the country.

American Bar Association Special Committee on Youth Education for Citizenship (YEFC)

Norman Gross, Staff Director
1155 East 60th Street
Chicago, Illinois 60637
312-947-3960

The ABA Special Committee on Youth Education for Citizenship was established in 1971 to provide national clearinghouse and coordination services for individuals and groups interested or involved in law-related education. Because YEFC has no proprietary interest in any particular projects, materials or models in the field, it promotes all worthwhile efforts and helps develop programs best suited to each community's particular needs and interests.

YEFC has produced a wide variety of materials which provide practical information on how to begin and sustain law-related programs. It has prepared a film, "To Reason Why," which documents the need for law-related education and indicates ways in which lawyers and educators can cooperate in developing law-related programs. In addition to this *Directory*, YEFC has published a series of three curriculum catalogues — the *Bibliography of Law-Related Curriculum Materials: Annotated, Media: An Annotated Catalogue of Law-Related Audio-Visual Materials*, and *Gaming: An Annotated Catalogue of Law-Related Games and Simulations* — and three books on program development — *Teaching Teachers About Law: A Guide to Law-Related Teacher Education Programs, The SS Game: A Guidebook on the Funding of Law-Related Educational Programs*, and *Law-Related Education in America: Guidelines for the Future*. YEFC also offers a new magazine, *Update on Law-Related Education*, which contains information on recent United States Supreme Court decisions, new law-related curriculum materials, classroom strategies, funding opportunities, and other matters of topical interest.

YEFC has conducted regional conferences on law-related education throughout the country and conducts research concerning major areas of program development and implementation. It also provides on-site consulting services on all aspects of law-related education to school systems, bar associations, and other interested groups.

Institute for Political/Legal Education (IPLE)

Barry E. Lefkowitz, Director
207 Delsea Drive
R.D. #4, Box 209
Sewell, New Jersey 08080
609-228-6000

The Institute for Political/Legal Education began in 1969 as a program combining classroom instruction with field work in law and politics for Burlington, New Jersey high school students. Now nationally validated by the U.S. Office of Education as an innovative project under ESEA Title IV-C, IPLE consists of a year-long social studies curriculum which provides high school students with an understanding of and practical experiences in political, governmental, and legal processes. The curriculum includes three units: voter education; state, county, and local government; and individual rights. The program uses the community as a classroom, and requires at least twenty days for student field-work and internship in local and state agencies. IPLE conducts one-week teacher education workshops to provide training in the use of its curriculum materials and strategies for structuring, organizing, and implementing IPLE in a school system. In addition, IPLE sponsors seminars and workshops on these topics as well as its annual New Jersey Model Congress where students discuss and enact legislation researched and written by themselves.

Law in Action National Office

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314-361-8626

The Law in Action national office provides workshops and informational assistance on the *Law in Action* series to educators and school systems. Designed for students in the middle grades (5-8), *Law in Action* originated as part of a pilot law-related project for eighth graders in the St. Louis Public Schools. Now published by West Publishing Company, the series includes a student book, a teacher's manual, and a silent filmstrip on each of the following topics: *Lawmaking, Juvenile Problems and the Law, Youth Attitudes and Police, Courts and Trials,* and *Problems for Young Consumers.* The series is activity-oriented and includes such teaching strategies as mock trials, simulations, and community involvement projects.

Law in American Society Foundation

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Since 1971, the Foundation established a nationwide network of school, college, university, and correctional projects in law-focused education, and provided administrative and limited financial support to such projects, in addition to resource and evaluation services during their pilot phase. The Foundation has also offered intensive summer teacher training institutes at both introductory and advanced levels which include instruction in law-focused substance and methodology, and offers the services of the Clearinghouse for Resource Materials, which features films, books, reports, and other law-focused materials.

The Foundation has produced a number of curriculum materials for use in elementary and secondary schools. The *Trailmarks of Liberty* series focuses on constitutional concepts appropriate for the elementary, junior high school, and senior high school grades. The *Justice in America* series, designed for use in grades 7-12, consists of six volumes on such issues as urban problems, welfare, housing, criminal law, consumer law, and the juvenile court system. The project has also produced the law-focused multi-media materials *Foundations of Justice* (for elementary school students) and *In Search of Justice* (for secondary school students).

Law, Education and Participation (LEAP)

Vivian Monroe, Executive Director
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Law, Education and Participation is a national project of the Constitutional Rights Foundation, a Los Angeles-based project in law-related education that has operated since 1963. The LEAP project provides consulting assistance across the United States in the following areas: developing community support for law-related programs; organizing school resource programs using the voluntary services of lawyers, law students, and justice agency personnel; designing student and teacher internships with justice agencies; planning and staffing teacher preservice and inservice training on the administration of justice; organizing school, community, and citywide conferences and seminars; and organizing peer teaching programs in law-related education. Direct assistance is available through a regional office in Philadelphia (see p.84) and a local office in Chicago (see p.31). Information about their programs is also provided in *Education for Participation,* a guidebook for teachers, administrators, lawyers, and other leaders in the field.

LEAP also disseminates student materials developed and published by the Constitutional Rights Foundation, including the quarterly *Bill of Rights in Action,* numerous simulation games (such as *Police Patrol,* the *Jury Game,* and *Kids in Crisis*), a new *Living Law* series, and other law-related materials.

Law in a Free Society (LIFS)

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Initiated by the State Bar of California in 1970, Law in a Free Society is a K-12 civic education project conducted with the cooperation of the faculty of the University of California and other institutions of higher learning, as well as school districts, bar associations, and other groups and agencies in California and several other states. LIFS is developing a comprehensive K-12 curriculum based on eight concepts: authority, diversity, freedom, justice, participation, privacy, property, and responsibility. Preservice and inservice teacher training materials have already been prepared consisting of casebooks, lesson plans, curriculum objectives, and course outlines.

With the support of the National Endowment for the Humanities and the Danforth Foundation, the project is now developing classroom instructional materials on the eight concepts. Six sequential modules are being prepared for each concept with each module containing four sound filmstrips and tape cassettes, student resource books designed to reinforce the filmstrips, and a teacher's edition with an evaluation component.

The LIFS project staff is available to provide consulting services in the following areas: program development, inservice teacher training, and developing support for law-related programs from legal, educational, and other community organizations.

National Street Law Institute

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Edward O'Brien, Deputy Director
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The National Street Law Institute is an outgrowth of a six-year-old Georgetown University program in which law students teach about the law in District of Columbia public high schools. The project now works with law schools nationwide to help them design clinical programs in which law students receive credit for teaching a Street Law course in area high schools and correctional institutions, and conducts widespread teacher education programs. The programs emphasize areas of law as they apply to individuals in their daily lives.

Its national text, *Street Law: A Course in Practical Law*, consists of units on criminal law, consumer law, family law, housing law, environmental law, and individual rights law; a teacher's manual provides background and legal case materials as well as sample mock trials. The project has also published *Street Law: A Course in the Law of Corrections*, consisting of both student and teacher materials.

In addition, the project provides the following services: teacher training and other assistance with curriculum development, instructional methodology, mock trials, and areas of substantive law; technical assistance to school systems, law schools, departments of corrections, bar associations and other interested groups; and development and dissemination of legal education materials.

Course 3 - School Climate

Module 3.4 - Law Related Education

Background I-D 3.4.3

Background Materials

Curriculum Materials and Resources for Law-Related Education

Susan E. Davison

Over the past decade a wide variety of approaches to law-related curriculum has evolved. Some of these approaches have been very practical, aimed at teaching students the skills which may help them cope with the legal system when they encounter it: What to do if you are arrested, what it means to sign a contract, how to initiate civil proceedings, and so on. The best of these programs also give an overview of the legal system and an understanding of how law is used to mediate conflicts between individuals and between individuals and society. The National Street Law Institute in Washington, D.C. is one group which has developed such materials. *Street Law: A Course in Practical Law* includes basic information about criminal law, consumer law, family law, housing law, individual rights, and environmental law. These substantive areas are explored through problem-centered discussion questions and activities which encourage students to wrestle with issues in the same way the courts must. They thereby promote student knowledge about the law, increase understanding and appreciation of our legal system, and encourage the development of critical thinking skills.

On the opposite end of a continuum reflecting types of approaches is that taken by such projects as Law in a Free Society, a project in Santa Monica, California, supported by the National Endowment for the Humanities and the State Bar of California. Instead of organizing a curriculum around legal information students should know, the materials are built around eight fundamental and pervasive concepts of our legal and political systems: justice, responsibility, diversity, authority, freedom, participation, privacy, and property. There is much emphasis on clarifying values and developing critical reasoning abilities. Law is viewed from a broad, humanistic, and interdisciplinary perspective: How is it that disputes in our society can be settled? How can we direct our social interactions to maximize individual rights while insuring societal safety and well being? What are the merits and liabilities of any particular course of action?—or, more concretely, from a student's viewpoint: How can we decide on rules for a game at recess? Who should make school policy decisions? Should we support gun control legislation?

Somewhere in between these two approaches—the practical and the conceptual—lie a number of others which incorporate in varying degrees the ideas of both. The materials chosen by any particular system will depend on the objectives desired, the needs of the student audience, and the abilities and training of teachers who will be using the program.

There are increasingly more materials to choose from, especially for secondary students. Among these, some are of superior quality. Many others will be helpful to creative teachers who can use them in imaginative ways. A few materials, however, are clearly off the track which thoughtful educators would want to travel. These materials tend to emphasize unquestioned compliance with and respect for the law. Their message is usually clearly stated, but may be included more subtly: "Don't disobey this rule or law or some terrible consequence (punishment) will befall you."

Quality law-related education programs encourage students to identify and analyze issues, not to learn uncritically legal facts and principles. Such programs thereby promote the development of thoughtful and active citizens who are better prepared to understand and deal with the many facets of their lives which are touched by the law.

Getting Started

This article concentrates on law-related curriculum materials for the social studies classroom (addresses for distributors appear at the conclusion of the article). It may be useful, however, to begin by listing resource materials which provide a broader focus. The American Bar Association Special Committee on Youth Education for Citizenship has produced a number of resource materials. These and others are listed below. Additional resource materials may be secured from many of the organizations described in the latter part of this article.

Source: Susan E. Davison, published in Social Education, March 1977.

Reflections on Law-Related Education (Working Notes Series). Davison, Susan E., editor. American Bar Association, Special Committee on Youth Education for Citizenship (1973), 16 pp., paperback. Speeches presented at the ABA Regional Conference on Law-Related Education in Philadelphia in 1973 describe the theory and practice of law-related education in elementary and secondary schools.

Law-Related Education in America: Guidelines for the Future. White, Charles J., III, et al. American Bar Association, Special Committee on Youth Education for Citizenship (1975), 240 pp., paperback. This book reports on the activities of many law-related projects (K–12) throughout the country and recommends guidelines for the administration, funding, and pedagogy of such projects.

The $$ Game: A Guidebook on the Funding of Law-Related Educational Programs (Working Notes Series). White, Charles J., III, editor. American Bar Association, Special Committee on Youth Education for Citizenship (1975), 68 pp., paperback. A series of articles which offer suggestions for identifying funding sources, writing funding proposals, securing community support, and institutionalizing programs. Also includes addresses of sources of information on private and public funding and a bibliography of materials on funding.

Teaching Teachers About Law: A Guide to Law-Related Teacher Education Programs (Working Notes Series). White, Charles J., III, editor. American Bar Association, Special Committee on Youth Education for Citizenship (1976), 216 pp., paperback. Articles discussing components of successful teacher education efforts as well as descriptions of a wide variety of law-related teacher education programs. Also contains a special section on elementary teacher education.

Bibliography of Law-Related Curriculum Materials: Annotated (second edition) (Working Notes Series). Davison, Susan E., editor. American Bar Association, Special Committee on Youth Education for Citizenship (1976), 116 pp., paperback. Descriptions of more than 1,000 law-related books and pamphlets for elementary and secondary classroom use and teacher reference.

Media: An Annotated Catalogue of Law-Related Audio-Visual Materials (Working Notes Series). Davison, Susan E., editor. American Bar Association, Special Committee on Youth Education for Citizenship (1975), 79 pp., paperback. Describes over 400 films, filmstrips, records, tapes, and other audio-visual material which can be useful in K–12 law-related education programs.

Gaming: An Annotated Catalogue of Law-Related Games and Simulations (Working Notes Series). Davison, Susan E., editor. American Bar Association, Special Committee on Youth Education for Citizenship (1975), 31 pp., paperback. Provides descriptions of over 130 law-related games and simulations useful to K–12 teachers. Each entry indicates grade level, release date, length of playing time, and number of players.

The Adolescent, Other Citizens and Their High Schools. National Task Force For High School Reform. McGraw-Hill Book Company (1974), 119 pp., paperback. A report of the task force commissioned by the Kettering Foundation to study education for responsible citizenship. Presents many recommendations on such topics as the need for students to understand their rights and the need for citizens and parents to become more involved in the activities of high schools.

Teaching About the Law. Gerlach, Ronald A. and Lynn W. Lamprecht. W. H. Anderson Company (1975), 354 pp., hardback. A complete overview of K–12 law-related education. Chapters provide a rationale for teaching law in elementary and secondary classrooms; the history and future of law-related education; descriptions of curriculum materials; analyses of ways to use community resources; techniques of using legal reference material; suggestions for using case study, clarification strategies, and simulation; information on evaluation strategies; and suggestions as to how the school system can organize programs and train teachers. Selected bibliography provided for each chapter.

A Critical Review of Curriculum Materials in Civic and Legal Education. Law in a Free Society. Law in a Free Society (1973), 16 pp., paperback. A booklet outlining criteria which may be used in choosing or developing a good law-related curriculum. Twenty-one behavioral objectives are discussed, with examples of how current materials are or are not meeting each objective.

Education for Citizen Action: Challenge for Secondary Curriculum. Newmann, Fred M. McCutchan Publishing Corporation (1975), 198 pp., hardback. Declares that most citizens are unable to exert their influence on public policy, and provides a rationale and suggestions for teaching students the necessary skills, knowledge, and attitudes to be actively involved in public issues. Appendix includes organizations supporting community involvement projects, and a list of citizen action organizations.

Education for Participation: A Development Guide for Secondary School Programs in Law and Public Affairs. Clark, Todd. Constitutional Rights Foundation (1974), 64 pp., paperback. Provides several models for developing effective components of law-related education programs, including conferences, field experiences, in-service programs, and the use of lawyers and law students. Also includes information on funding, teaching materials and methods, and programmatic resources.

Moral Reasoning: A Teaching Handbook for Adapting Kohlberg to the Classroom. Galbraith, Ronald E. and Thomas M. Jones. Greenhaven Press, Inc. (1976), 209 pp., paperback. Explains the work and theories of educational psychologist Lawrence Kohlberg and provides model strategies for helping elementary and secondary students develop moral and legal reasoning skills. Sample moral dilemmas are provided for both elementary and secondary levels. These may be reproduced by teachers for classroom use.

Building Foundations: Law-Related Education for Elementary Students

There are unfortunately many fewer law-related curriculum materials for elementary children than for students in secondary schools. In the past, K–6 teachers have been left largely on their own to develop and adapt materials. The materials described below were designed specifically to teach law-related concepts and content.

Citizenship Adventures of the Lollipop Dragon. Society for Visual Education (1976), color sound filmstrips, 8–13 minutes. Grades K–3. Six stories from the Kingdom of Tum Tum which emphasize law-related concepts. In *Freedom of Choice: Make Mine Purple*, Prince Hubert discovers that individuals have their own preferences and are not agreeable to having him determine the color of their homes. In *Choosing a Leader: Charley the Great?*, the children of Tum Tum decide to have a president of their club and learn some things about authority, fairness, and prudent methods of choosing leaders. In *Rules Are Important: A Mixed-Up Mess*, Prince Hubert thinks he'd like to do without rules for a while until he participates in an anarchistic pie-eating contest. In *The Majority Rules: A Secret That Grew*, the people of Tum Tum find a way to solve disagreements about how to surprise the Queen on her birthday. In *Changing Rules: It's Different Now*, Princess Gwendolyn helps the roadbuilder and learns many things about rules, including how they originate and how to change them when necessary. In *Civic Responsibility: Living Dreams*, the Lollipop Dragon and the people of Tum Tum help the King and Queen make the Kingdom a better place. Many segments include "stops" to encourage discussion and conclude with open-ended questions for young viewers. Teacher's guide provided.

Citizenship Decision-Making Instructional Materials. Citizenship Development Project: Experience-Based Education for a Complex Society. Citizenship Development Program (1976), 300 pp., paperback. Grades 4–6. These materials are designed to involve students in exercises which develop awareness and understanding of political decision-making. Conflict resolution, the need for rules and laws, methods of issue analysis, the function of authority, and other basic legal and political concepts and processes are examined in concrete contexts.

Foundations of Justice. Law in American Society Foundation. Charles E. Merrill Publishing Company (1975), kit. Grades 4–6. This inquiry-oriented filmstrip program can be adapted for use with slightly older children. In *Tree House: Challenge in Democracy*, a group of children must overcome organizational difficulties while building a tree house. *Sunshine Valley: Resolving Conflicts* centers on conflicts over land use and rights when Martians

buy the air above Sun Valley and build huge mushroom-shaped houses which block out the sun. In *The Battle of Oog and Ugh: The Adversary Process*, two cavemen try to settle a dispute over the ownership of a sabertoothed tiger. In *Twice the Price: A Value Judgement*, two boys pass out leaflets protesting a rise in school milk prices. The student activity book involves a number of strategies including mock trials, value clarification exercises, case studies, and vocabulary exercises. Kit includes 4 color sound filmstrips, student activity booklets, and teacher's guide.

Law and Justice for the Intermediate Grades: Making Value Decisions. Pathescope Educational Films, Inc. (1974), color sound filmstrips, 13 minutes each. Grades 4–6. Each filmstrip poses open-ended questions about situations in which difficult decisions must be made. In *The Case of the Blue and White Whistle*, Calvin is accused by some members of his basketball team of stealing a whistle. Evidence for and against him is presented to his teammates, who must decide if he can remain on the team. In *The Case of the Stolen Hubcaps*, a young boy watches his brother steal a hubcap. He extracts a promise not to tell from his friend, who also saw the theft. When his friend finally informs the police, the audience must decide what the proper limits to loyalty should be. *The Case of the Boss* is the story of a young man who must decide whom to hire to help him in the store where he works.

Law in Action Series. Riekes, Linda and Sally Mahe. West Publishing Company (1975, 93–136 pages each, paperback. Grades 5–9. Each unit booklet of this excellent series contains effective activities and inquiry-oriented lessons that can be used easily at several grade levels. Silent filmstrips which reinforce activities are also available. Booklets include *Courts and Trials*, *Juvenile Problems and Law*, *Lawmaking*, *Young Consumers*, and *Youth Attitudes and Police*.

Law in a Free Society Instructional Units. Law in a Free Society (1975–1977), kits. Grades K–12. Kits currently available include *On Authority* and *On Privacy*. *On Responsibility*, *On Justice*, *On Diversity*, *On Freedom*, *On Participation*, and *On Property* are in preparation. The materials, which include sound filmstrips, student resource books, teacher guides, and evaluation instruments, involve students in examining each concept in relation to specific and concrete problems. Separate kits are provided for lower primary, upper primary, lower intermediate, upper intermediate, junior high and senior high. Extensive materials for in-service teacher education available on all concepts.

Law in a New Land (Trailmarks of Liberty Series). Ratcliffe, Robert H., editor. Houghton Mifflin Company (1972), 102 pp., paperback. Grades 4–5. The development of law in America as seen through colonial legal cases, the Constitution, the Bill of Rights, and major policies and court decisions which interpreted the Constitution. Glossary, discussion questions, drawings, and photos.

The Rights and Responsibilities of Citizenship in a Free Society: A Law-Oriented Curriculum Guide for Grades K–12. The Missouri Bar Advisory Committee on Citizenship Education and the Missouri Department of Elementary and Secondary Education. The Missouri Bar (1976), 450 pp., available with and without cover. Describes over 200 law-related educational activities on various aspects of law for students, K–12. The activities are cross-indexed by educational objectives, age group and course subject. Appendix includes bibliography and resource text for teachers on such subjects as "Why the Law?", "Major Supreme Court Decisions and Their Impact on U.S. History," and "The Bill of Rights and Individual Civil Liberties."

Shiver, Gobble and Snore: A Story About Why People Need Laws. Simon and Schuster (1972), 48 pp., hardback. Grades K–3. The story of three imaginary friends who escape from a society full of nonsensical laws to discover that certain kinds of laws are necessary for amicable living. Illustrated, with activity suggestions. (See the film version: *Why We Have Laws: Shiver, Gobble and Snore*, described below.)

Why We Have Laws: Shiver, Gobble and Snore (Basic Concepts Series). Learning Corporation of America (1970), 16mm color film, 7 minutes. Grades K–6. Shiver, Gobble and Snore, three cartoon characters with idiosyncratic needs, escape the tyranny of their country only to discover that they cannot live happily together in their new land without developing some laws. Can be used with older audiences, including adults. (See the book version, *Shiver, Gobble and Snore: A Story About Why People Need Laws*, described above.)

Exploring Social Relationships

Some excellent materials are not found under "law" or "citizenship" categories but are classified under "values," "guidance" or "moral development." Similarly, materials which help children explore social relationships can also be used. I have listed some from these areas that I believe can be especially helpful in teaching law-related concepts to elementary students.

The Boy Who Liked Deer (Learning to Be Human Series). Learning Corporation of America (1976), 16mm color film, 18 minutes. Grades 5–9. Jason, a boy who loves to help care for the deer in a local park, joins with his friends in acts of unfeeling vandalism. One "prank" includes breaking into the feeding bin in the deer park. Unknowingly, the boys spill poison into the deer's feed. The deer become very sick, and Jason begins to painfully understand how deeply his actions can affect others.

First Things: Social Reasoning Series. Guidance Associates (1974), color sound filmstrips, 6–10 minutes each. Grades K–4. Each of the four student kits contains 2 open-ended filmstrip stories which encourage children to use social reasoning abilities. In *How Do You Know What Others Will Do?*, two situations are presented in which children need to analyze what might have been the actions of others. The stories in *How Would You Feel?* ask children to put themselves in the places of others and understand other points of view. In *How Can You Work Things Out?*, children are challenged with situations in which actions that affect other people's feelings must be dealt with. The stories in *How Do You Know What's Fair?* encourage students to analyze what fairness means in everyday life situations. *A Strategy for Teaching Social Reasoning* provides theoretical background on the development of social reasoning skills, as well as some strategies for teachers to use in organizing discussions and activities. Teacher's guide for all segments offers concrete suggestions and guidance for the teacher.

First Things: Values Series. Guidance Associates (1972), color sound filmstrips, 6–9 minutes. Grades K–3. Each of the five sets contains two filmstrips which pose open-ended dilemmas of high interest to young children. *The Trouble with Truth* presents two situations in which telling the truth might be quite painful. In *You Promised!*, the audience must decide the relative importance of keeping promises. *That's Not Fair!* uses a fantasy story to show the difficulty in making fair decisions. In *What Do You Do About Rules?*, also a fantasy story, children must decide whether circumstances justify the breaking of a rule and what a fair punishment might be. *But It Isn't Yours . . .* raises questions about fairness and property rights. *A Strategy for Teaching Values* contains three filmstrips for use with in-service teachers. Teacher guides suggest creative ways to use the filmstrips. Series consultant was Lawrence Kohlberg, prominent Harvard educational psychologist.

The Lemonade Stand: What's Fair? Encyclopaedia Britannica Educational Corporation (1970), 16mm color film, 14 minutes. Grades K–6. Two boys go into business together selling lemonade. One boy, somewhat discouraged by lack of sales and enticed by other boys to join their ball game, fails to return to the lemonade stand after a lunch break. A road work crew discovers the lemonade enterprise and buys all the lemonade. The boy who continued to work at the stand does not want to split the money equally with his partner, and some interesting questions are raised as to what is fair. Teacher's guide provided.

Micro-Community II for Elementary Grades 4-5-6. Dave, Ann, Holly Churchill and William B. Jarvis. Classroom Dynamics Publishing Company (1973), kit. Grades 4–6. Students can create a micro-community in which a government is organized, a constitution developed, class laws made, law enforcement procedures explored, and an economy made operable. Designed to indicate that actions which benefit the group in some ways also benefit individuals. May be integrated into already existing

components of most elementary curricula. Includes teacher manual, student worksheets and forms, posters, and play money.

Noisy Nancy Norris. Guidance Associates (1967), color sound filmstrip, 13 minutes. Grades K–3. Nancy, like many children, loves to make noise. However, when all her noise results in complaints from the landlady, Nancy learns to be quiet and cooperative. Presented in cartoons. Teacher's guide provided.

Powderhorn. Shirts, R. Garry. Simile II (1971), kit. Grades 5–6. A simulation in which students play pioneers who need to trade resources with one another. One group of traders eventually is given more power than the others and is in a position to make the rules which govern trading. Other groups may follow a number of alternatives to counteract the tyranny of the ruling group. Includes instructor's guide, wall charts, badges, and trading cards. For 18–35 players, 1–2 hours playing time.

Role-Playing for Social Values: Decision-Making in the Social Studies. Shaftel, Fannie R. and George Shaftel. Prentice-Hall, Inc. (1967), 431 pp., hardback. Teacher. Discusses the functions and value of role-playing and simulating experiences, focusing on role-playing as a key to providing practice in the decision-making process. Primary emphasis is placed on role-playing in the elementary grades. Includes numerous examples of how role-playing can be used and provides many stories which can serve as bases for role-playing activities and increased understanding of honesty, responsibility, fairness, and other basic legal/moral concepts.

The Super Duper Rumors: Lessons in Values. Salenger Educational Media (1974), color sound filmstrips. Grades K–2. Two sound filmstrips provide children with enjoyable stories through which they can explore how rumors develop. The picture cards can aid in the discussion which will follow the filmstrips. In *The Substitute Teacher*, a class imagines what their new teacher will look like, and rumors describing a frightful person evolve. Finally, they meet him, and are quite delighted that he is not as the rumors described. In *The Aminal*, a rumor about "the green aminal Patrick caught" evolves in some children's mind to the point where they envision a monster. They are quite surprised to discover eventually that the "aminal" is a friendly turtle. Useful in helping young children understand the importance of "getting the facts." Also suitable for some pre-schoolers. Teacher's guide and sequencing picture cards provided.

Values for Grades K–3 Series. Churchill Films (1969), 16mm color films, 13–14 minutes each. Grades K–3. Open-ended stories through which basic social values can be explored. *The Bike* is about two boys who "borrow" and damage another child's bicycle. *Lost Puppy* shows a young girl who must weigh her responsibility to obey her mother against her desire to find her lost dog. In *On Herbert Street* a boy must decide whether to deceive his new friend so that his old gang can steal the friend's collection of returnable pop bottles.

Values for Grades 4–6 Series. Churchill Films (1969), 16mm color films, 15–19 minutes each. Grades 4–6. Open-ended stories through which basic social values can be explored. *The Clubhouse Boat* tells the story of a child pressured by friends to "borrow" money. In *Trick or Treat* older boys encourage younger children to play a dangerous trick. In *Paper Drive* (also intended for teacher training sessions) children in one class cheat in a contest to collect newspapers, and both the children and the teacher have some difficult decisions to make.

Why We Need Each Other: The Animals' Picnic Day. (Basic Concepts Series) Learning Corporation of America (1973), 16mm color film, 10 minutes. Grades K–3. After some animals make fun of others, they find out that they all can be important to the group as they work together against an impending flood disaster. Teacher's guide provided.

Why We Take Care of Property: The Planet of the Ticklebops (Basic Concepts Series). Learning Corporation of America (1976), 16mm color film, 12 minutes. Grades K–3. The people of the planet Nice always took good care of their property. One day two children decided to start breaking things. This eventually results in a severe deterioration of the quality of life on Nice. The film ends optimistically as everyone works together to rebuild their society. Also available in Spanish.

Children's Literature

Children's literature is yet another avenue through which to explore law. A look through your school's library shelves might be quite useful. Many stories have good places to stop the narrative and analyze the issues involved. I have listed just a few of the possibilities below.

Alice in Wonderland. Carroll, Lewis. Grades K–12. This famous tale can be used to raise law-related issues, especially relating to due process. It is published in numerous editions for all grade levels, with or without illustrations and notes.

The Cat in the Hat. Seuss, Dr. Beginner Books (1957), 48 pp., hardback. Grades K–2. While Mother is out, Sally and her brother have a strange visitor who makes himself more than at home in their house. Raises questions about responsibility and property. Also available in Spanish.

Horton Hatches the Egg. Seuss, Dr. Random House, Inc. (1940), 64 pp., hardback. Grades K–3. Mayzie the Bird persuades Horton the Elephant to sit on her egg while she goes on a brief errand. When Mayzie does not return, Horton must decide how far his responsibility for the egg extends. Also raises questions about fairness when, after much hardship for Horton, Mayzie comes to claim her soon-to-hatch egg.

Horton Hears a Who. Seuss, Dr. Random House, Inc. (1954), 64 pp., hardback. Grades K–3. A sensitive story about Horton the Elephant's perseverance in protecting a minute society hidden deep in a fuzz ball. His continual persistence in asserting that "A person's a person no matter how small" can be used as the basis for young children to discuss responsibility, different points of view, discrimination, and many other subjects basic to an understanding of justice.

On the Other Side of the River. Oppenheim, Joanne. Franklin Watts, Inc. (1972), 32 pp., hardback. Grades K–3. A little town is divided by a river. The people who live on each bank quarrel, and everyone is initially relieved when a storm collapses the bridge connecting the two parts of the town. However, they soon learn that they need their neighbors. They rebuild the bridge and begin to enjoy their interdependence.

The Real Thief. Steig, William. Dell Publishing Company, Inc. (1974), 64 pp., paperback. Grades 3–6. Gawain the Goose is accused of stealing the royal treasury. The king and his friends are too quick to convict him on circumstantial evidence. Gawain flees and, when it is discovered that he was not the thief, it is very hard to find him. The story may be used in discussing due process and the advantages of a slow and careful system of justice.

Thidwick: The Big-Hearted Moose. Seuss, Dr. Random House, Inc. (1966), 64 pp., hardback. Grades K–4. Thidwick is taken advantage of by many forest free-loaders who decide to make their homes in his antlers. Raises questions about justice, responsibility, property, and other basic law-related concepts.

Expanding Horizons: Law-Related Education in Junior and Senior High School

A wide variety of law-related educational materials, with varying approaches and levels of sophistication, is now being introduced into the secondary school curriculum. Although many schools prefer to integrate law into already existing courses, there recently have been more and more courses and units developed specifically on law. There follow descriptions of fairly comprehensive materials which could be the bases of such courses or units.

The American Legal System. Summers, Robert S., A. B. Campbell and Gail Hubbard. Ginn and Company (1974), 64 pp. each, paperback. Grades 10–12. Five booklets including *Society's Need for Law, The Techniques of Law, Law and Social Change, Constitutional Protection of Basic Social Values,* and *The Limits of the Law*. Presents basic legal concepts through real and hypothetical cases, ex-

tracts from laws and court opinions, and illustrative materials. Inquiry-oriented with factual and open-ended questions. Includes photos, cartoons, charts, and facsimiles of legal documents. Teacher's guide available. Especially appropriate for advanced students.

In Search of Justice. Law in American Society Foundation. Charles E. Merrill Publishing Company (1975). kit. Grades 7–12. This inquiry-oriented program uses case studies in eight, color, sound filmstrips to explore the legal system and some basic concepts of law. *Law: A Need for Rules?* deals with police power and the balance between individual rights and the need to protect society. *Youth: Too Young for Justice?* shows the difference between adult and juvenile criminal procedures. *Free Expression: A Right to Disagree?* raises questions about the nature of "speech" and the scope and limits of the right to free speech. *Discrimination: Created Equal?* focuses on discrimination against blacks and women. *Consumer Law: Cash or Court?* examines the rights and responsibilities of buyers and sellers in a credit economy. In *The Accused: Too Many Rights?* the rights of the accused are examined in a hypothetical investigation of a man suspected of selling drugs. *Landlord/Tenant: Who Is Responsible?* examines the landlord/tenant relationship. *Welfare: A Right to Survive?* asks who should be eligible for aid and whether rights of welfare recipients differ from rights of those not receiving welfare. The student activity book involves a number of strategies including mock trials, value clarification exercises, case studies, and vocabulary exercises.

Juris: An Interaction Unit Introducing Contracts, Torts, Juvenile and Criminal Law. Zarecky, Gary and William M. McCarty. Interact (1975). 23 pp., paperback. Grades 7–12. The student book explains the background of our legal system and the basic elements of law relating to contracts, torts, juvenile law, criminal law. The teacher's guide suggests various activities through which students can investigate hypothetical cases relating to the areas of law discussed in the student book.

Justice and Order Through Law. Summers, Robert S., A. B. Campbell and J. P. Bozzone. Ginn and Company (1974). 48 pp. each, paperback. Grades 7–9. Five booklets including *Our Laws and Legal Process—Do We Need Them?, Our Legal Tools—What Are They?, Basic Functions of Law in Our Society, Process Values—How Our Law Does Its Job Also Counts*, and *The Limits of Law*. Extensive use of real and hypothetical cases dealing with civil, criminal, and constitutional law. Inquiry-oriented with factual and open-ended questions. Includes photos, cartoons, charts, and facsimiles of legal documents. Teacher's guide available.

Justice in America Series. Law in American Society Foundation. Houghton Mifflin Company (1974). 78–150 pp., paperback. Grades 7–12. Six books centering on law in our urban society. *Crimes and Justice* investigates laws and their functions, discusses criminal procedure and legal decisions affecting the rights of the accused, and includes a general discussion of crime in the United States. *Landlord and Tenant* discusses the obligations and rights of those parties. *Law and the City* studies law in relation to city government and urban problems. *Law and the Consumer* approaches consumer law through simplified cases, discussion questions and activities covering consumer protection, advertising, and credit. *Poverty and Welfare* discusses various government welfare plans and court decisions on welfare cases. *Youth and the Law* covers family law, juvenile crime, and juvenile court, using real and hypothetical cases to define various offenses. Teacher's guide available.

Law in Action Series. Riekes, Linda and Sally Mahe. West Publishing Company (1975). 93–136 pp., paperback. Grades 5–9. Each unit booklet of this excellent series contains effective activities and inquiry-oriented lessons that can be used easily at several grade levels. Silent filmstrips are also available. Booklets include *Courts and Trials, Juvenile Problems and Law, Lawmaking, Young Consumers*, and *Youth Attitudes and Police*.

Law in a Free Society Instructional Units Series. Law in a Free Society (1975–1977). kit. Grades K–12. Kits currently available include *On Authority* and *On Privacy*. *On Responsibility, On Justice, On Diversity, On Freedom, On Participation*, and *On Property* are in preparation. The materials, which include sound filmstrips, student resource books, teacher guides, and evaluation instruments, involve students in examining each concept in relation to specific and concrete problems. Separate kits are provided for lower primary, upper primary, lower intermediate, upper intermediate, junior high, and senior high.

The Rights and Responsibilities of Citizenship in a Free Society: A Law-Oriented Curriculum Guide for Grades K–12. The Missouri Bar Advisory Committee on Citizenship Education and the Missouri Department of Elementary and Secondary Education. The Missouri Bar (1976). 450 pp., available with and without cover. Describes over 200 law-related educational activities on various aspects of law for students, K–12. The activities are cross-indexed by educational objectives, age group and course subject. Appendix includes bibliography and resource text for teachers on such subjects as "Why the Law?", "Major Supreme Court Decisions and Their Impact on U.S. History," and "The Bill of Rights and Individual Civil Liberties."

Street Law: A Course in Practical Law. Newman, Jason and Edward O'Brien. West Publishing Company (1975). 281 pp., paperback. Grades 8–12. Provides information on the practical aspects of law. Aimed at teaching students how to make the law work for them. Includes material on criminal law, consumer law, family law, housing law, law affecting individual rights, and environmental law. Suggests over 150 open-ended problems for discussion. Appendices include the amendments to the Constitution (including the proposed Equal Rights Amendment) and a glossary. Photos. Teacher's guide includes references to key cases and statutes, suggested teaching strategies, and detailed mock trials for each subject area. Teacher's guides available.

Studying About the Constitution and the Bill of Rights

Study of the Constitution and Bill of Rights is emphasized in all secondary schools. In the past, many of these studies have been lifeless and dull. There are now more materials, however, which I believe can be especially useful and interesting teaching tools. Studying the Constitution and Bill of Rights can be an exciting and dynamic experience. It is also essential to the education of responsible citizens. The materials below were designed especially to emphasize the Constitution and Bill of Rights. Of course, many other law-related materials listed elsewhere also relate to this important area.

The American Judicial System (Oxford Spectrum Series). Starr, Isidore. Oxford Book Company (1972). 116 pp., paperback. Grades 9–12. Comprehensive and easily understandable discussion of federal courts, with emphasis placed on the history and operation of the Supreme Court. Includes many landmark cases, including the conspiracy trial of the Chicago Eight, *Marbury v. Madison* (the power of judicial review), *Gibbons v. Ogden* (the power of Congress to legislate interstate commerce), *Dartmouth College v. Woodward* (right to contract), *Ex Parte Milligan* (separation of military and civil jurisdictions) and many others. Discussion questions and activities suggested, including follow-up reading.

The Bill of Rights in Action Series. BFA Educational Media (1966–1976). 16mm color films, 14–23 minutes. Grades 7–12. Twelve films which present cases involving legal issues. The decisions are left open-ended to promote discussion. In *Capital Punishment*, a convicted felon argues that his mandatory death sentence is unconstitutional under the 8th Amendment. In *De Facto Segregation*, an open hearing on a school busing plan is held. A hearing for a college student who asserts that he has been suspended without due process is presented in *Due Process of Law*. *Equal Opportunity* presents an arbitration hearing between a company and union after a black employee in a factory is promoted ahead of a white employee with seniority. In *Freedom of Religion*, the question of the proper limits of religious freedom is raised when a pregnant Jehovah's Witness refuses a blood transfusion which would save her life and the life of her unborn child. *Freedom of Speech* is about the case of a neo-Nazi who is arrested for disturbing the peace after making a speech on the virtues of Hit-

ler in front of a synagogue. In *Freedom of the Press*, a reporter refuses to answer a grand jury's questions about the sources of his information. *Juvenile Law* contrasts the due process rights of adults with the special provisions made for juveniles and uses a hypothetical case in which the constitutionality of denying equal treatment is raised. *The Privilege Against Self-Incrimination* is a fictional account in a future society in which a defendant's right against self-incrimination is raised when he is confronted with the state's "truth machine." *The Right to Legal Counsel* explores indigents' rights to counsel using *Betts v. Brady* and *Gideon v. Wainwright*. In the *Right to Privacy* the limits and scope of the right to privacy are examined in a hypothetical case in which electronic eavesdropping devices are used to obtain evidence to get a search warrant. *The Story of a Trial* follows a petty theft case showing the rights of the accused which are protected during arrest, arraignment and trial. *Women's Rights* involves a case in which a high school girl is prohibited from swimming on the boys' team in her school.

Bill of Rights in Action Newsletter. Constitutional Rights Foundation. Constitutional Rights Foundation, School Year Quarterly. Grades 8–12. Provides classroom activities, book reviews, cartoons, synopses of cases, and other material for teachers and students interested in law and the criminal justice system. Issues often contain simulations and materials for mock trials. Back issues are available on school integration, women's rights, protest, student rights, and other subjects. Issues published in September, November, February, and April.

Civil Liberties: Case Studies and the Law. Parker, Donald, Robert O'Neil and Nicholas Econopouly. Houghton Mifflin Company (1974), 242 pp., paperback. Grades 9–12. Presents the legal bases for the rights of the accused, equal opportunity under law, property rights, and freedom of religion, speech, press, and assembly. Uses hypothetical cases and simplified examples of the application of law. Chapter on *Gideon v. Wainwright* (right to counsel).

Great Cases of the Supreme Court (Trailmarks of Liberty Series). Ratcliffe, Robert H., editor. Houghton Mifflin Company (1975), 131 pp., paperback. Grades 7–8. Case book which makes journalistic presentations of famous cases on freedom of religion and expression, search and seizure, slavery and citizenship, the right to vote, equal opportunity, and criminal procedure. Each case has discussion questions and activities. Glossary, list of cases, mock trial and trial script. Decisions for the cases are provided in a supplement to the book. Teacher's guide provided.

Ninth Justice: A Board Game of the Supreme Court and Judicial Process (American Political Behavior Series). Gillespie, Judith A. Ginn and Company (1972), kit. Grades 9–12. A card and board game designed to teach students about the judicial process of the Supreme Court, especially as it relates to the recruitment of the ninth justice, the influence of a ninth justice on decision-making in major cases, and the societal impact of a ninth justice on court decisions which set precedents. Uses two hypothetical court cases—legalizing marijuana and abolishing school dress codes—in which civil rights issues are involved. Includes teacher's guide, six participant guides, six game boards, six decks of cards, two duplicating masters of score sheets, and a transparency diagram. For 4–48 players, 2–3 class periods.

Our Living Bill of Rights Series. Starr, Isidore. Encyclopaedia Britannica Educational Corporation (1968), 55–72 pp., paperback. Grades 9–12. Excellent booklets on landmark cases of the Supreme Court. Includes *Equality Under Law/Educational Opportunity: The Prince Edward County Case*, *Justice Under Law/Right to Counsel: The Gideon Case*, and *Liberty Under Law/Freedom of Expression: The Feiner Case*. Booklets also provide photos, discussion questions, and bibliographies. Materials may be used independently or in conjunction with the 16mm film series of the same name described below.

Our Living Bill of Rights Series. Encyclopaedia Britannica Educational Corporation (1969), 16mm color or black/white films, 20–35 minutes. Grades 7–12. Each

of the six films re-enacts the situations leading up to a significant Supreme Court case, as well as dramatizing the court arguments and presenting majority and dissenting opinions. Series includes *Equality Under Law: The California Fair Housing Cases, Equality Under Law: The Lost Generation of Prince Edward County, Freedom to Speak: People of New York v. Irving Feiner, Justice Under Law—The Schempp Case: Bible Reading in Public Schools*, and *Free Press v. Fair Trial by Jury: The Sheppard Case*. Some corresponding student booklets in the series are described above.

The Pursuit of Justice: An Introduction to Constitutional Rights. Bragdon, Henry W. and John C. Pittenger. Macmillan Publishing Company, Inc. (1969), 180 pp., paperback. Grades 9–12. Historical approach to constitutional rights, stressing the role of legal precedent. Explanations of the Constitution, extensive glossary, questions, photos, and cartoons. Teacher's guide provided.

The Supreme Court and Contemporary Issues. Starr, Isidore. Encyclopaedia Britannica Educational Corporation (1969), 320 pp., paperback. Grades 9–12. Discusses Supreme Court decisions through excerpts from important cases. Includes case backgrounds, decisions, and the significance of decisions. Covers civil rights, academic freedom, separation of church and state, freedom of expression, the reapportionment of electoral districts, antitrust decisions, and rights of accused. Photos and table of cases.

Vital Issues of the Constitution (Trailmarks of Liberty Series). Ratcliffe, Robert H., editor. Houghton Mifflin Company (1975), 150 pp., paperback. Grades 10–12. Selected important cases on freedom of religion, freedom of expression, federal power, the right to vote, equal opportunity, and the rights of the accused. An introductory essay explains the function of the various courts and our legal system. Mock trial scripts, glossary, photos, discussion questions, and bibliography. Teacher's guide available.

Your Rights and Responsibilities as an American Citizen: A Civics Casebook (revised edition). Quigley, Charles N. Ginn and Company (1976), 130 pp., paperback. Grades 5–12. Cases involving the freedoms protected by the Bill of Rights, including freedom of expression and religion, due process, and equal protection of law. Designed to stimulate discussion with questions and role-playing situations. Excerpts from the Constitution. Teacher's guide available.

The System of Justice

The justice system is one area in which student interest never flags. Perhaps the media have helped spark this interest, although television and movies often give students incorrect impressions about courts, police, and prison. In addition, many students who have had first-hand contact with crime and the law realize that the ideal of justice is often not being met, and appreciate an opportunity to explore the discrepancy between the ideal and the real. It is important for teachers to help students examine how justice is pursued through the legal system. The following are some materials which may help in this task.

America's Prisons: Correctional Institutions or Universities of Crime? (Opposing Viewpoints Series). McCuen, Gary E., editor. Greenhaven Press (1971), 118 pp., paperback. Grades 9–12. Anthology of diverse views on prison reform, current conditions, rehabilitation of criminals, and the need for corrections. Photographs, charts, and questions on the readings.

Confrontation in Urbia. Lundstedt, Ronald and David Dal Porto. Classroom Dynamics Publishing Company (1972), 55 pp., paperback. Grades 7–12. Simulates a case involving two high school students and two college students charged with inciting a riot at a local snack shop. Emphasizes the feelings of the shop owner, the students, and the arresting police officer. All necessary information and materials are provided in a book with tear-out pages. Involves 27–45 players during 5–11 class periods.

Crime and Justice. Teaching Resources Films (1974), color sound filmstrip, 14 minutes. Grades 7–9. This filmstrip demonstrates the need for improvement of police, courts and prisons. Includes the gun control controversy and the present inequalities which the poor are apt to suffer in relation to bail, right to counsel, plea bargaining and sentencing. Some open-ended questions are posed. Teacher's guide provided.

Crime and Society: The Challenge We Face (Contact Series). Goodykoontz, William, editor. Scholastic Book Services (1975), kit. Grades 9–12. Plays, statistics, articles, and activities give students insights into crime in this country. Covers some causes of crime, correctional systems, and related subjects. Includes student anthologies and log books, posters and a record. Teacher's guide provided.

Innocent Until . . . Finn, Peter. Games Central (1972), kit. Grades 7–12. Simulates the trial of a man accused of negligent manslaughter. The accused has killed a pedestrian, allegedly while driving under the influence of alcohol. However, some evidence indicates that the accident would have occurred in any event, and it is questionable that the accused was actually intoxicated. After the case is argued, the jury must provide the verdict. Includes teacher's manual, student information packets, role profiles, and a case study of a manslaughter trial. For 13–32 players during 3–9 class periods.

Jury Game. Weintraub, Richard, Richard Kreiger, George W. Echan, Jr., and Stephen Charles Taylor. Social Studies School Service (1974), kit. Grades 6–12. Students play a judge, prospective jurors, attorneys, defendants, plaintiffs, court reporters, and observers. The classroom is organized into a courtroom as the players go through the process of jury selection. Kit includes pictures and role descriptions of prospective jurors, two criminal case descriptions, two civil case descriptions, observer evaluation forms, tips for attorneys on how to ask effective questions, and a guide for the group leader. For 25–35 players during 1–3 class periods.

The Justice Game. Schloat Productions, Inc. (1974), color sound filmstrips, 7–9 minutes. Grades 9–12. Part 1, *The Rules*, shows how legal institutions both protect and restrain us, and how every step of the legal process is guided by rules. A crime is shown, followed by police interrogation of witnesses and arrest and booking of a suspect. Part 2, *We the People*, demonstrates the problem society faces when a suspected criminal is allowed back into society before his trial, due to court delays. Part 3, *Innocent Until Proven Guilty*, dramatizes the disadvantages of the poor in obtaining justice. Part 4, *The Stakes*, shows how plea bargaining is used to save time and money for the courts and the accused. Raises questions as to the availability of swift and equal due process. Teacher's guide provided.

Kids in Crisis. Clark, Todd, Richard Weintraub, Richard Krieger, and Sandra Morley. Social Studies School Service (1975), kit. Grades 7–12. Designed to promote thought and discussion about the problems of the courts and young people in trouble. Players assume the roles of judges, defendants, parents, probation officers, lawyers and observers in juvenile dispositional and adult sentencing hearings. Includes cases involving not only delinquent acts of youth, but also child abuse and neglect. Includes guide, role descriptions, observer rating sheets, and dispositions of the actual cases upon which the simulations are based. For 25–35 players during 1–5 class periods.

Law in a Democracy Series. Guidance Associates (1973–1975), color sound filmstrips, 11–16 minutes. Grades 7–12. Four filmstrip kits, each containing two segments which encourage thoughtful exploration of various aspects of law and the justice system. *Exploring Limits of the Law* is a beginning exploration of how far the law should go in controlling behavior, including case analyses related to parental discipline, religious freedom, and employer-employee relationships, as well as victimless crimes. *Enforcing the Law* provides a documentary look at one day in the lives of two police officers and viewpoints from numerous segments of society about the role of police. In *The Criminal Court* each step of the justice system is followed from the arrest through the trial of an 18-year-old accused of heroin possession. *Consequences for the Convicted* is designed to stimulate frank discussion of the need for correctional reform, by looking at the evolution of "punishment" and the rationale behind incarceration. Teacher's guides provided.

Law: You, the Police, and Justice (Contact Series). Goodykoontz, William, editor. Scholastic Book Services (1971), kit. Grades 9–12. Readings, cartoons, photos,

and hypothetical cases presenting the need for law, the role of the police, arrest and trial, rights of the accused, and citizenship rights and duties. Includes student books and logbooks, posters, and a record. Teacher's guide provided.

Moot: A Simulation of Legal Procedures Derived from Juvenile and Adult Law Cases. Zarecky, Gary. Interact (1972), kit. Grades 9–12. Role-playing realistically simulates crimes, arrests, and trials in order to help students understand the need for law and to obtain legal knowledge and analytical skills. Simulations include a drug "bust," juvenile court case, and civil law (contracts) case. Several optional cases (murder, assault and battery, school law, draft evasion, robbery) are outlined. Guide includes class assignments, an overview of the American court system, pertinent laws, a questionnaire, subpoena, and play money, as well as simulation procedures. Almost any number of students can participate over several days.

Plea Bargaining: A Game of Criminal Justice. Katsh, Ethan, Ronald M. Pipkin and Beverly Schwartz Katsh. Simile II (1974), kit. Grades 9–12. Designed to help students experience the pressures of overcrowded city court dockets and learn about the justice and injustice of plea bargaining and the criminal justice system. Players are divided into the roles of public defenders, defendants, district attorneys, and judge. Time is limited and all defendants pleading "guilty" must be sentenced and those pleading "not guilty" must be recalled to reconsider their plea. Includes director's manual, players' instruction sheets, copies of the criminal code, case reports, defendants' case notes, docket forms, wall chart. Can be played by 11–35 players during 4 class periods or one 4-hour session.

The Policeman and the Citizens: The Politics of Law and Order. Feder, Bernard. American Book Company (1973), 183 pp., paperback. Grades 8–12. Explores the conflicts between individual rights and law enforcement through the study of several cases, including *Escobedo v. Illinois* (the right to counsel) and *Miranda v. Arizona* (privilege against self-incrimination). Also looks at the issues and facts involved in the police-youth confrontations in Chicago during the 1968 Democratic Convention. Includes discussion questions, political cartoons, and encapsulated positions of prominent politicians, police officers, columnists, scholars, civil rights leaders, and others. Bibliography. Teacher's guide available.

Police Patrol. Clark, Todd. Simile II (1973), kit. Grades 7–12. An even-handed simulation approach to understanding a police officer's problems in carrying out his everyday duties. Includes 16 different role-playing situations. Can also be used to encourage discussions about the meaning of authority, the delicate balance between individual rights and the need to protect society, and other basic issues of law. Includes teacher's manual, incident sheets, wall charts, police manuals, police call cards, observer evaluation forms, and attitude surveys. Played most effectively with 20–35 students during 1–5 class periods.

Rip-Off: A Simulation of Teen-Age Theft and the Juvenile Hearing Process. Zarecky, Gary. Interact (1976), kit. Grades 7–12. Provides students with some background of the justice system, cases through which students can simulate the shoplifting experience, analyze reasons for shoplifting, role-play authorities who must deal with shoplifters, and participate in a mock juvenile court hearing. Includes student instructions and teacher's guide. There is no limit on the number of participants. 5–10 class periods should be allotted.

Television, Police and the Law. Prime Time School Television. Prime Time School Television (1976), duplicating masters. Grades 7–12. Articles, charts, and activities to help children use television programs to explore the justice system (emphasizing the role of the police), due process rights, and the problem of crime. Materials are designed to be used in a six-week curriculum unit. Teacher's guide and program guide provided.

The Wheels of Justice. Teaching Resources Films (1972), color sound filmstrip, 14 minutes, and record, 10 minutes. Grades 9–12. The filmstrip presents the problems of overcrowded and inadequate prisons and courts. It asks if we should be willing to give up due process rights in some types of cases in order to provide more efficient administration of justice in others. The poor are shown as the victims of an overburdened court system. It examines the bail system, the effect of prisons on first offenders, the problems encountered by released prisoners, and the advisability of a uniform system of justice. Open-ended questions about possible solutions to the problems are posed. The record is a discussion with a *New York Times* criminal justice reporter about some of the problems outlined in the filmstrip. Includes worksheet master of case studies and teacher's guide.

Student Rights and Responsibilities

Secondary students have perhaps shown more interest in legal issues relating to student rights and responsibilities than in any other area of law. While teachers may want to supplement any materials listed here with the most updated information and data relating to their specific situations and geographic locations, the following may provide some basic information.

The Civil Rights of Students (Critical Issues in Education Series). Schimmel, David and Louis Fischer. Harper and Row Publishers, Inc. (1975), 348 pp., paperback. Grades 10–12. Uses the case study approach to investigate the civil rights of students. Cases involve freedom of speech, freedom of the press, freedom of association, freedom of religion and conscience, dress codes, racial and ethnic segregation, sex discrimination, and due process. Appendices include constitutional amendments most relevant to the rights of students, notes on how to use the legal system, summaries of leading constitutional cases, suggestions on how to use the book in a classroom, sample dress and grooming codes, and a bibliography.

Freedom of Expression (Constitutional Rights Series). Martz, Carlton S. Benziger, Inc. (1976), 64 pp., paperback. Grades 9–12. Case studies and discussion questions help students examine the First Amendment rights to freedom of speech, petition, and assembly. Special section on freedom of expression rights of students. Teacher's guide available.

Inequality in Education (No. 20): Discipline and Student Rights. Center for Law and Education. Center for Law and Education (July, 1975), 83 pp., journal. Grades 11–12. Presents legal decisions affecting student rights, with articles on searches of students, student suspensions, due process rights (including the implications of *Goss v. Lopez*), free press, and sex discrimination.

The Rights of Students: The Basic ACLU Guide to a Public School Student's Rights (American Civil Liberties Union Handbook Series) Levine, Alan H., Eve Cary and Diane Divoky. Avon Books (1973), 160 pp., paperback. Grades 10–12, teacher. Uses a question and answer format to present information about the rights of students. Includes information on First Amendment rights, dress codes, due process rights, discrimination, corporal punishment, placement, marriage and pregnancy, school records, and grades. Includes a bibliography, a description of legal citations, and the Supreme Court's opinion in the *Tinker* case (dealing with students' First Amendment rights to use the public school as a forum for peaceful protest against government foreign policy).

Students' Rights: Issues in Constitutional Freedom (The Analysis of Public Issues Program Problems Series). Knight, Richard S. Houghton Mifflin Company (1974), 122 pp., paperback. Grades 8–12. Provides basis for discussion and activities on student rights controversies. Focuses on dress codes, freedom of expression, privacy, and due process. Bibliography. Teacher's guide available.

Your Legal Rights and Responsibilities: A Guide for Public School Students. United States Department of Health, Education, and Welfare, Office of Youth Development (1976), 25 pp., paperback. Grades 7–12. This free publication is designed to help students understand their rights and responsibilities. Includes discussions of Supreme Court decisions relating to religion, speech, the flag salute, expulsion and suspension, and discrimination, as well as acts of Congress relating to student records, discrimination, and the rights of handicapped students. Appendix provides addresses for legal service organizations. Order publication #OHD-OYD 76-26048.

Your Rights, Past and Present: A Guide for Young People. Haskins, Jim. Hawthorn Books (1975), 128 pp., hardback. Grades 7–12, teacher. Analyzes the legal rights of children and teenagers by looking at

young people's rights in relation to labor, the school, the home and family, and the juvenile justice system. Provides both historical and contemporary perspectives. Selected bibliography.

Law and United States History

One subject which is required of almost all secondary students is United States history. Of course, this is a subject in which it is easy to integrate much law-related material. Some of the following may be incorporated into existing classroom units.

Constitution: A Simulation of a Convention Called To Revise the United States Constitution. Kennedy, Charles L. Interact (1974), kit. Grades 10–12. Students study the U.S. Constitution as they participate in a simulated constitutional convention which is considering revisions of the original document. Includes teacher's guide and students' guides. For 35 players over 15 class periods.

Espionage: A Simulation of the Rosenbergs' Trial of 1951. Lacey, William. Interact (1974), kit. Grades 8–12. Students examine the anti-communist mood of the 1950s, the justice of the use of capital punishment for conspiracy to commit espionage, and the validity of evidence in the trial of Julius and Ethel Rosenberg. The trial is reconstructed, and the jury reaches its own conclusion. Includes teacher's guide and students' guides. For 35 players during 3–5 class periods.

The Haymarket Case. Dal Porto, David. History Simulations (1972), kit. Grades 9–12. Simulates the 1886 Haymarket trial from jury selection through decision. May be helpful in stimulating discussion of free speech, dissent and protest, labor rights, and other issues, as well as due process and court procedure. Includes procedures, teacher information sheet, master role sheet, fact sheet, role sheets, subpoena, decision sheet, reporter sheets, and trial exhibits. For 28–38 players during 5–6 class periods.

1787: A Simulation Game. Rothschild, Eric and Werner Feig. Olcott Forward (1970), kit. Grades 7–12. Players are fictitious delegates to the Constitutional Convention of 1787, as well as George Washington, James Madison, and Benjamin Franklin. Background of the times is provided but convention outcomes may vary from actual history. Includes record, duplicating masters, agenda poster, role cards, delegate handbooks, and teacher's guide. For 20–40 players during 3–14 class periods.

Six Involvement Exercises for United States History Classes (Vols. 1–4). Krause, William and David C. Sischo. Involvement (1974), 50 pp. each. Grades 8–12. Each of the four volumes contains six activities, including inquiry exercises, role-playing, and simulations on historical, political, and legal subjects. Includes material on the electoral college, presidency, the Korematsu trial (legality of relocation and internment of Japanese Americans during World War II), Dred Scott trial (rights of slaves), the Pullman trial (legality of railroad strikes), and many other subjects.

Values of the American Heritage: Challenges, Case Studies, and Teaching Strategies (NCSS Yearbook). Ubbelohde, Carl and Jack R. Fraenkel, editors. National Council for the Social Studies (1976), 213 pp., hardback. Teacher. Case studies help readers to focus on the rights claimed in the Declaration of Independence. "Life, Liberty and the Pursuit of Happiness" are examined through case studies of past and current controversies over what those rights mean in specific circumstances. Includes impressment of citizens during wartime, the trial of Susan B. Anthony, religious freedom issues raised by Mormons in the 19th century, and the rise of corporate power and monopolies. Extensive section on strategies for teaching about values. Recommendations for further reading provided.

The War Crimes Trials. Dal Porto, David and John Koppel. History Simulations (1974), kit. Grades 9–12. Simulates war crime trials in Germany after World War II. Students take the roles of judges, witnesses, lawyers, and four of the accused in two separate mock trials. Includes all necessary information and forms. For 25–40 students during 10 class periods.

Organizations

I have not listed nearly all the materials that could be used in elementary and secondary classrooms, nor have I covered all the subject areas which could be included. Many more quality materials exist or are in development stages. The following are brief descriptions of a number of organizations which may be able to assist you in identifying materials and developing approaches for law-related education curriculum.

American Bar Association Special Committee on Youth Education for Citizenship (YEFC), 1155 East 60th Street, Chicago, Illinois 60637, (312-947-3960). Staff Director: Norman Gross. YEFC has, since 1971, served as a national clearinghouse and coordinator on all aspects of law-related education. Staff provides consulting services to groups interested in establishing and developing programs, and assists in insuring coordinated efforts between educational systems, bar associations, justice agencies, and other community groups. YEFC has produced a series of publications, listed earlier in this article, and can inform you of law-related projects already underway in your vicinity. It also works with colleges and universities in incorporating law-related education into pre-service teacher education programs.

Correctional Service of Minnesota, Education Division, 1427 Washington Avenue South, Minneapolis, Minnesota 55404, (612-339-7227). Education Director: David Whitney. The Correctional Service of Minnesota is a private, non-profit organization which offers an extensive collection of law-related resource and curriculum materials for sale and rental. Other activities of the Correctional Service include research into various correctional problems and law-related training for teachers and criminal justice personnel.

Institute for Political/Legal Education (IPLE), Box 426, Glassboro-Woodbury Road, Pitman, New Jersey 08071, (609-589-3410). Executive Director: Barry E. Lefkowitz. This nationally validated Title IVC Project provides consulting in all states for establishing political and legal education programs based on the IPLE model. The IPLE program includes both classroom and field experiences for New Jersey high school students, and has developed a number of curriculum materials.

Law, Education and Participation (LEAP), A National Project of the Constitutional Rights Foundation, 6310 San Vicente Boulevard, Los Angeles, California 90048, (213-930-1510). Executive Director: Vivian Monroe. Provides consulting services to legal and citizenship projects throughout the United States. LEAP, originally funded by the Ford and Danforth Foundations, grew out of the Constitutional Rights Foundation (CRF), which was established in 1963 to encourage improved law-related education in the schools of California. The Constitutional Rights Foundation has produced a variety of materials, including its *Bill of Rights in Action* quarterly, simulation games, *Constitutional Rights Series* (Benziger, Inc.), and other materials. Affiliated offices are located in Philadelphia and Chicago.

Law in a Free Society (LIFS), 606 Wilshire Boulevard, Suite 600, Santa Monica, California 90401, (213-393-0523). Executive Director: Charles N. Quigley. LIFS was created in 1969 as a project of the State Bar of California. It has developed in-service teacher education materials on each of eight concepts: authority, diversity, freedom, justice, participation, privacy, property, and responsibility. Multi-media kits for K–12 student instruction are now being developed. Consulting services are available.

Law in American Society Foundation, 33 North LaSalle Street, Chicago, Illinois 60602, (312-346-0963). Executive

Director: Robert H. Ratcliffe. The Foundation has conducted intensive summer teacher education institutes in the substantive and pedagogical aspects of law-focused education since 1966. Curriculum materials include the *Justice in Urban America* series, *Trailmarks of Liberty* series, *Foundations of Justice*, and the *Law in American Society Journal*. The Foundation also offers consulting services to interested groups throughout the country.

National Organization on Legal Problems in Education (NOLPE), 5401 Southwest Seventh Avenue, Topeka, Kansas 66606, (913-273-3600), Executive Secretary: M. A. McGhehey. NOLPE was established to "improve education by promoting interest in and understanding of school law throughout the United States." While it should be understood that "school law" is not the same as "law-related education," the publications of NOLPE can provide information on the status of current legal issues affecting school administrators, teachers, and students.

National Street Law Institute, 412 Fifth Street, N.W., Washington, D.C. 20001, (202-624-8235), Director: Jason Newman. In 1972, "Street Law" was an experimental course in two D.C. high schools, designed to give students practical information about the law. The program has now expanded to include many D.C. junior and senior high schools and is being established in other cities in the nation. It has developed useful curriculum materials, including *Street Law: A Course in Practical Law* and *Street Law: A Course in the Law of Corrections* (West Publishing Company). Consulting services are available.

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Law-Related Education: Current Trends, Future Directions

NORMAN GROSS

In the Athenian state, law was not only the 'king,' but the school of citizenship . . . the highest teacher of every citizen.

Werner Jaeger, *Paideia*

Teaching about the law is by no means a novel idea. Since ancient times, the study of law—its philosophy, content, processes, application and impact—has served as an essential and effective means of conveying critical understandings about one's governing system and the timeless conflicts and issues inevitably confronting society. Yet only in recent years have our schools begun to transform traditionally superficial and lifeless instruction about our legal and governmental systems into the challenging, systematic learning experiences one would expect in a nation so rooted in jurisprudential principles and which, for better or worse, is perhaps the most legalistic society in the history of civilization.

A number of factors have contributed to widespread efforts now underway to revitalize instruction about law. First, studies conducted by Langton and Jennings, Hess and Torney, Shaver, and others indicated that students in civics and American government courses were alienated both by the method of learning—rote memorization—and by the content—platitudes of the ideal rather than the actual. Such courses exerted scant impact in promoting student capacity to deal with legal and political issues at the time, and even less impact afterwards. In fact, some studies indicated that the most lasting impact may result in increased cynicism and alienation.

A second factor was the growing legal consciousness of the average citizen. Many Americans were awakened to the pervasive influence of the law through the consumer and environmental movements; controversial Supreme Court decisions in such areas as civil rights, abortion, and criminal justice; and increasing public reliance on courts to address significant social, economic, and political issues. Legal ambiguities of our involvement in Vietnam and the unprecedented Watergate saga contributed further to public interest in and curiosity about the law. In education, issues of integration, student and educator rights and responsibilities,

Source: Norman Gross, published in George Peabody College for Teachers/Nashville, Tennessee, Vol. 55, No. 1, October 1977.

and provision of equal athletic opportunities illustrate controversies which brought the law from beyond the schoolhouse gate.

Finally, the legal profession moved significantly to demystify law and promote an enlightened legal literacy among the average citizen. Through extensive efforts of the American Bar Association and state and local bar associations, lawyers have played an instrumental role in encouraging and supporting comprehensive education programs about law and legal process.

The resulting proliferation of law-related programs has been dramatic. In 1971, for example, there were just over 100 programs in the field; today, the estimated number totals, conservatively, 500. Teachers had access to few law-related materials in 1971; today, there are over 1,500 items. Seven summer teacher education institutes were conducted in 1971; 65 institutes were offered this past summer. This article, in broad and sweeping terms, identifies some current trends in law related education and exposes several challenges and future directions of the movement.

Current Trends

Programs in law-related education vary as much as law itself. They span the spectrum from those concentrating on practical aspects of the law—how to read a contract, what to do when you are arrested, how to avoid legal problems—to those with a jurisprudential or conceptual focus—what is the function of law in our society, how do we reconcile the clash between effective law enforcement and the right to privacy, what are the limits of the law.

Even within these particular categorizations, one finds a rich substantive diversity. Practically oriented programs, for example, may stress criminal justice more than consumer law or family law. Conceptually based programs may examine law's role as social change agent rather than value conflicts and moral dilemmas inherent in legal issues. Most programs combine, to varying degrees, these different approaches and emphases.

Similarly divergent are the means by which law is incorporated into curriculum. Of course, much law-related education has been infused prominently into traditional civics and American government courses. With the advent of electives and mini-courses, independent offerings on such subjects as "You and the Law," "Rights and Responsibilities in a Free Society," and "Youth and the Administration of Justice" have become widespread. At the elementary level, issues of fairness, diversity, authority, and other basic concepts of law as well as the study of law's role in society are becoming components of various courses.

The genesis and operation of law-related programs also vary. While state and local educational agencies conduct many programs, bar associations, justice agencies, colleges and universities, and independent foundations have provided impetus and coordination for numerous activities.

Despite this diversity, a number of common characteristics and shared assumptions exist in the law-related education movement. Foremost is a recognition of law's substantive and educational value. Clearly, law's pervasive determinative

role in our individual, institutional, and social lives warrants its study throughout the school curriculum. Almost equally significant, however, is the law's potential in promoting critical thinking, clarifying divergent values and interests, and illuminating such disciplines as political science, history, sociology, philosophy, and economics.

Because law primarily functions in law dispute resolution, it is replete with actual, honest, inescapable conflicts and controversies. The study of law thus discourages simplistic responses to complex problems. Rather, students must identify relevant facts, articulate central issues, explore various alternatives in light of established principles and possible consequences, and trouble over solutions. The study of law also promotes a spirit of inquiry which lends itself to various effective instructional techniques—such as case studies, role-playing, and field experiences—which allows students opportunity to develop their intellectual capabilities while relating affectively to various perceptions and interests involved.

A second similarity lies in the interdisciplinary nature of law-related education programs. Almost all involve the combined efforts of lawyers and educators, with civil and criminal justice officials and other community leaders contributing to many programs. This involvement includes serving on advisory committees, marshaling community support, educating educators, arranging field experiences, assisting in the development of curricula, and participating in classroom presentations. Such participation not only ensures vital support in various activities but also critically links topics of law-related study and their actual operation in the community.

A third similarity reflects in the comprehensive teacher education efforts conducted by most programs. Since most educators previously have not had the opportunity to enroll in courses about the law and legal system, a variety of seminars, workshops, and institutes have been offered on the substance, pedagogy, and administration of law-related education. While of varying duration, nature, and scope (the ABA's *Teaching Teachers About Law: A Guide to Law-Related Teacher Education Programs* describes eleven different approaches in the field), they are all conducted by interdisciplinary teams of instructors and actively involve participants in the type of instruction they will bring, ultimately, back to their classrooms.

Future Directions

While significant progress has occurred during the past five years, we still estimate that no more than 10 percent of our nation's educators and students have been exposed to meaningful instruction in law-related education. Obviously, widespread teacher education efforts—in-service and pre-service—must be instituted; extensive evaluations must be conducted to identify the relative merits and shortcomings of programs; funding of substantial magnitude—primarily from the federal government—must be made available; and institutionalization of programs as integral components of school curriculum must be fostered. Apart from these

considerations, many exciting new directions and emphases in law-related curricula await creative development. This new advancement is particularly the case in elementary education.

Though research emphasizes the determinative impact of the early years on a child's development, relatively few programs have thus far appeared in grades K-6. At every stage of the elementary social studies curriculum, however, law-related education can enrich student understanding of life as an individual and in social groups. Building upon student interest in the law, law-related education also can promote development of reading, writing, and articulation skills, primary objectives of the language arts curriculum. Moreover, students can examine the rule-making and rule-enforcing mechanisms of the school as a means of recognizing and understanding the underlying values in rules, the need for rules, limitations of and alternatives to rules, the difficulty of framing rules, and other fundamental law concepts.

Further opportunities for curriculum development exist in secondary education. Few materials, for example, address such areas as family law, property law, environmental law, tort law, equal protection, or our federal and state court systems. Comparative law has fared no better in spite of its possible integration in geography, world history, multi-ethnic studies, even in foreign language courses. Similarly, the study of international law would lend new dimensions to courses on global interdependence, and materials on "Law and the Corporation" would offer unique opportunities for exploring the growing influence of national and multinational conglomerates.

Programs must also be developed which relate school experiences to law-related topics. Education about the law we cannot view independently of school governance. While the school is not intended to serve as a model of democracy, students' learning experiences beyond the formal curricula are considerable. This area is sensitive, requiring exceptionally careful and intelligent planning, but one we must address forthrightly and creatively.

Conclusion

If ignorance of the law is no excuse, no excuse exists for perpetuating such ignorance. Largely as a result of efforts during the past few years, we have accomplished much to promote legal literacy. Evidently, however, a substantial amount of concerted and creative work remains for us to do.

LAW-RELATED EDUCATION: WHAT IT IS AND WHY IT IS NEEDED

Today's citizen not only lacks an understanding of the day-to-day functions of government—how a bill becomes a law, the counter-balancing relationships among the three branches of government—he also knows very little about the American legal system.

If the Constitution and the Bill of Rights were put to a vote today, pollsters tell us they would not be adopted. Indeed, one survey found that "many people not only did not recognize the Bill of Rights, but, without the benefit of its title, described it as 'Communist propaganda.'"[1] A poll conducted by the Education Commission of the States reveals that almost half of the 17-year-olds queried did not understand the principle underlying the Supreme Court's decision to ban prayer in the schools.[2] In America, as Supreme Court Justice Robert H. Jackson noted, power struggles "call out battalions of lawyers" rather than "regiments of troops." Without an adequate understanding of the legal system American youth cannot be effective citizens. However, if the laboratory for learning is the traditional Civics classroom, and if our own recollections of the effectiveness of rote is to serve as a guide, we can look forward to a future citizenry as uninformed, cynical, and nonanalytical as the present generation.

We need not rely only on our memories of the Civics classroom to substantiate the need for a more effective approach to citizenship education. In most school districts across the country a student cannot graduate without passing at least one course in government. Yet evidence indicates that the courses are failures.

Studies conducted in the 1960s by Langton and Jennings,[3] Hess and Torney,[4] Massialas,[5] Smith and Patrick,[6] and Shaver[7] demonstrate that Civics students are alienated both by the method of learning—read and regurgitate—and by the content—platitudes, blind optimism, chauvinism, and descriptions of what should be rather than what is. The courses do not increase the student's ability to analyze political and social phenomena. They have little impact at the time and virtually none afterwards. The most lasting effect may well be an *increase* in the student's cynicism and alienation.[8]

Source: Law-Related Education in America: Guidelines for the Future, Report of the American Bar Association Special Committee on Youth Education for Citizenship, St. Paul, Minn.: West Publishing Co., 1975.

Law-related education in the elementary and secondary schools can enrich the social studies curriculum. A rigorous, systematic law studies curriculum can provide students with an operative understanding of how our system of law and legal institutions works. Students are asked to reason through realistic legal problems—ranging from situations of fairness in the first grade water fountain queue to proposals for equal justice among Watergate violators—and trouble over their solutions, rather than merely memorize rules of law.

A sound approach to law-related education teaches the law as a humanistic discipline and as a means of understanding and appreciating our culture and our society. Legal conflict, notes Queens College professor Isidore Starr, a member of the ABA Special Committee on Youth Education for Citizenship, "is very seldom a conflict between a good value and a bad value. The conflict is usually between a good value and a good value, and how do we resolve that?" Professor Starr's conclusion is, "if law-related education is taught properly the students are not lawyers. They become American citizens who begin to look at value conflict a little differently than they had."[9]

Projects can begin in the earliest grades to teach those legal concepts upon which all rational societies build their legal systems: fairness, tolerance, honesty and responsibility. Through the years that follow, projects can dig into real cases and personally experienced situations of value conflict. They can encourage students to examine rule-making and rule-enforcing in their own environment and help make the school itself a laboratory for legal education and responsible citizenship.

Many other projects have developed curricula that focus on substance and process, rather than broad concepts. These courses deal with such subjects as judicial process and constitutional, consumer, environmental, urban, and landlord-tenant law. The materials and techniques employed in this specific approach have much in common with those used in humanistic law studies. Both use the case method, train teachers in Socratic inquiry, and attempt to choose problems that students and teachers have experienced. It may be that an effective K–12 program is one that contains both specific and general courses.

The experts who contributed to this report concluded that law-related education has the promise of correcting the deficiencies of the traditional Civics approach and providing an imaginative, interesting, and realistic course of study. The study of law, at any level, involves concrete situations, disputes between real people about immediate issues. It is a means of making the abstract concrete, the general specific. Thus, law-related education can make the study of American institu-

tions and principles more than a disconnected series of facts—it can make the subject a matter of vital interest and importance, and have impact in many areas of American society.

I. REDUCTION OF CRIME AND ANTI-SOCIAL BEHAVIOR

Crime continues to grow in the United States, and statistics on juvenile crime are particularly alarming. The President's Commission on Law Enforcement and Administration of Justice found that 90 percent of all young people have committed at least one act for which they could be taken to juvenile court. In 1965 a majority of all arrests for major crimes against property were of people under 21 years old, as were a substantial minority of crimes against persons. The recidivism rate is highest among young offenders.[10]

A related aspect of the problem has to do with crime and disruption in the schools themselves. In many schools drug sales, vandalism, theft, and acts of violence against other students, teachers, and administrators are epidemic. More and more, schools are attempting to keep order by employing armed guards.

Moreover, there is evidence that American youngsters have so little confidence in the law enforcement system that most do not report crimes against themselves. LEAA's recent victimization study found that while adults reported five out of ten crimes (a dismal record in itself), young people in the 12- to 19-year-old group reported only three out of ten criminal instances. This indicates widespread cynicism and apathy. Donald Santarelli, former Administrator of LEAA, noted that these figures give us "a very dramatic picture of what our young people today . . . think about our system of law and justice." [11]

A substantial reduction in school-related crime would permit the schools to concentrate on teaching and learning. A substantial reduction in juvenile crime statistics would significantly lower the total crime figures for the nation. Juvenile criminal behavior is caused by a large and complex set of social and sociological conditions. However, empirical evidence as well as common sense suggest that education which enables young people to understand and deal with the system lawfully will lead to a decline in apathy, anger, and anti-social conduct. It is for this reason that Peter Bensinger, former Executive Director of the Chicago Crime Commission, concluded that "the school is the place to start to deal with delinquency. The home and the school together represent our greatest major resources for learning and for education." [12]

II. RESTORATION OF CONFIDENCE AND ENCOURAGEMENT OF RESPONSIBLE POLITICAL PARTICIPATION

Crime and antisocial behavior represent a continuing crisis in American life. There is a parallel crisis in the lack of confidence most Americans exhibit toward our institutions and leaders. A 1973 Louis Harris poll concluded that a substantial majority of the American people were "alienated and disenchanted, feeling profoundly impotent to influence the actions of their leaders." Public confidence in most government institutions has declined "drastically" over the past six years, and is particularly low in regard to the courts, Congress, the federal executive branch and state and local government. While Mr. Harris concluded in Senate testimony that the Watergate crisis undoubtedly accounted for some of the alienation, he went on to note that polls have shown a steady drop of confidence since 1967.[13] These findings correspond with the depressingly low voter turnouts in recent elections. Turnouts of less than 50 percent of eligible voters are commonplace in state and local elections and in the most recent Presidential election only 55 percent of eligible voters bothered to vote, and only 40 percent of newly enfranchised young voters cast ballots.

Alex Elson has written, "few nations so exalt justice as a primary value as does the United States, and a society asserting such interests needs to know whether the value it prizes is being realized. . . . Yet we know also that many people may be deprived of justice, in the narrow sense or broad, out of ignorance of laws and procedures for securing relief, or even out of ignorance of the law's elementary features. . . . If our democracy is to succeed, indeed if it is to survive, our task must be to develop a citizenry demanding and expecting a true realization of better standards of justice." [14]

Other cultures have more access to and better understanding of their legal system than Americans according to anthropologist and YEFC Advisory Commission member Laura Nader: "In analyzing thousands of consumer complaint letters it becomes clear that many Americans do not phrase their problems as 'legal problems' either because they *do not know* they are or because they do not know how to use whatever remedy possibilities that the law affords cheaply, such as small claims court." She concludes that, "the fact that Americans do not know is unforgivable in a democratic country. It is astounding that in as legalistic a country as the United States, nowhere in the educational system does one get a working knowledge of the law as part of the general education." [15]

Law-related education is not a panacea for these social problems. But it should be an important part of our efforts to reverse these findings.

III. DEVELOPMENT OF ANALYTICAL ABILITY

The poet Archibald MacLeish, who was trained as a lawyer, has said "What law tries to do is impose on the disorder of experience the kind of order which enables us to live with the disorder of experience." [16] Formal debates and mock trials teach students to reason because they require in addition to an understanding of law, ability to make persuasive arguments and skill in gathering evidence. The skills nurtured in such courses will aid the student when he, as a voter, must make his own decisions on important public issues. Because we can never predict the future with certainty, no education can prepare students for the specific issues which they will have to confront 10, 20, or 30 years after graduation. It is not enough for teachers to recite principles. Students must be able to apply the principles to their daily experiences. Law-related education can help them do so, and therefore do much to insure a generation ready to meet the obligations of citizenship.

Each American child spends an estimated total of 10,000 hours in the classroom. Much of that time is spent receiving the basic skills and concepts of mathematics, reading, and language arts. This emphasis stems from the well-grounded concerns of teachers and parents that children must have these fundamental tools in order to survive in our complex society.

Today, when we are confronted with difficult social and political questions—from balancing the need for expanded energy production and the dangers of pollution, to minimizing taxes while providing needed services, to adhering to the judgments of elected representatives while identifying and eliminating those who misuse their authority, to considering the rights of victims while protecting the rights of the accused—those concerned with education must place as much emphasis on teaching legal and moral reasoning skills through law-related education as they currently place on teaching reading, writing, and arithmetic. The school has the greatest claim on young people's time and energy, and no other institution has so great a potential to bring about constructive change in so many profound areas of daily life.

The movement to see that law-related studies are added to elementary and secondary curriculum is not a hypothetical program of educational reform. YEFC has identified hundreds of projects now operating throughout the country. But to say that the movement is real is not to

say that developing such a program is easy. Successful programs require strict standards of administration and long hours of planning on the part of educators, lawyers, and community volunteers. The chapters that follow are designed to provide administrators of projects and funding agencies with the necessary tools for action.

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Course 3

School Climate

ACKNOWLEDGEMENTS

The course was developed and written by Ms. Tamar Orvell with support from Ms. Kamer Davis and assistance from Dr. Lee Arbetman, Mr. Richard Carlson, Mr. Ron Gager, Dr, James Garbarino, and Mr. Jerry Paradis.

Course Overview

Course 4 - Interpersonal Relations

Purpose

The purpose of this course is to introduce approaches and resources to identify, manage, reduce, resolve, and prevent crisis and conflict in schools, and to assure greater communication and understanding among various groups. Specific strategies for crisis intervention, conflict management, dealing with gang problems, and "devictimizing" teacher/student victims are discussed.

Instructional Objectives

1. To identify sources of conflict, misunderstanding, and dissension, and present a variety of methods for resolving, reducing, intervening in, and averting conflict.

2. To review a number of counseling, confrontation, and mediation programs and approaches that schools have applied in attempting to resolve conflict and defuse tension.

3. To better understand the nature of gang psychology and behavior, and suggest intervention/containment strategies for schools.

4. To describe the characteristics of those prone to victimization and suggest ways to "devictimize" such persons.

5. To outline the problems caused by intercultural ignorance and tension and suggest some approaches for increasing sensitivity to cultures other than one's own.

Target Audiences

The course is appropriate for all members of the school, as well as personnel from other agencies and institutions that influence the community's policies, attitudes, goals, and procedures. These include representatives of constituent groups, social service agencies, law and law enforcement institutions, and human and civil rights commissions. Module 4.3, Gangs, is appropriate for participants from schools with serious gang problems.

Course Overview (continued)

Course 4 - Interpersonal Relations

Activity/Content Summary by Module	Apprx. Time Required
Module 4.1 - Resolving School Conflict Using the case study method, participants will develop an inventory of specific ways they--and their schools--might respond to incidents of violence or to extremely volatile situations.	1 hour
Module 4.2 - Counseling--Confrontation Strategies Participants will review preventive/ameliorative programs and approaches developed by schools to defuse tension and provide an institutionalized means for resolving conflict.	1 hour
Module 4.3 - Gangs (Advanced) This advanced seminar provides a forum for discussing the psychology, operational modality, and evolving nature of gang behavior. Strategies for containment of the problem and tactics for early intervention are discussed.	1½ hours
Module 4.4 - Victimology This module focuses on typical characteristics of those who become victims, and suggests steps that can be taken individually and collectively to break the vicious circle of victimization and reduce its disabling consequences.	2 hours
Module 4.5 - Intercultural Relations (Advanced) This advanced module assists participants to recognize that intercultural ignorance inevitably leads to frustration and friction which impede education and contribute to violence and other school crime. It will provide participants with some approaches for increasing sensitivity to cultures other than their own.	1½ hours

Course 4 - Interpersonal Relations

Module

Audiovisuals

SCHOOL DROPOUTS

Why do teenagers drop out of school? Evidence suggests that the reasons are multiple: family problems, economic difficulties, early marriages. Or perhaps it's a simple case of boredom; school for many just isn't challenging enough. This SPECIAL REPORT examines the continuing national problem of school dropouts and the effects on us all. Efforts to stimulate student interest in school are explored, as well as the development of special programs to assist dropouts in finding meaningful jobs and attaining their high school diplomas at a later date.

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Successfully tested in schools and workshops nationwide, the set's teaching strategies include stimulating multimedia activities that are student-oriented, open-ended, and sequential in their learning objectives. By studying conflict on all levels of social organization--personal, group, community, national, and international--students will recognize and assess constructive methods of resolving conflict in their own lives.

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George Washington's problems--those of a ghetto school struggling for survival may seem unique--but the school's approach to its problems can be applied to many situations. In this case, a cross section of students and teachers go away for a week-end in the Catskills. Here on neutral ground, away from an atmosphere of fear and hostility, they get to know each other, talk to each other, play together, and listen to one another. Individuals begin to understand each other's viewpoints. Questions are raised and problems are seen from a group perspective. No easy answers are given, but a basic level of trust and interaction is established.

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A severe problem in both rural and urban areas, school vandalism costs U.S taxpayers billions of dollars every year. Yesterday's harmless pranks have evolved into wanton acts of destruction. Now you can give your students an opportunity to deal with the pertinent questions of motivation and prevention of a problem created by their peers. Investigating the possible causes for these increasingly violent school crimes is the focus of this timely SPECIAL REPORT.

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Each film in this series shows young adults facing a serious moral or social dilemma. As the drama unfolds, viewers are quickly drawn into the characters and their varied circumstances; the situation becomes tense; the screen goes suddenly black. At this point, teachers may wish to open the floor for immediate discussion. Or, allow the film to continue and our own interlocutor, Beau Bridges, will introduce issues and pose questions to ease students into an open discussion of their attitudes and interpretations of the film's topic. A 16-page Instructor's Guide is included with each film purchased or rented. These Guides summarize the stories, outline the conflicts involved, give extensive background information, suggest topics to explore and list additional references. From the CRM Collection.

Discount Information--Multiple Titles

Series Discount:	18%
Purchase of eight-twelve titles:	15%
Purchase of four-seven titles:	10%
Series rental:	$221
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McGraw-Hill Films
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SOCIAL RESPONSIBILITY: IT'S MY HOBBY

Is personal loyalty to a friend more important than social responsibility? What affects feelings of public responsibility? Self interest? Must a harm to society be already done before we will react to it? This film reveals students' reactions to the news that one of their friends, Scott, is involved in selling drugs. We watch as Ed struggles over his own desire to maintain a good friendship and his growing concern over the danger Scott is perpetrating. Mutual friends give Ed no help in resolving this dilemma in spite of the fact that his decision will have an effect on them, their friend Scott, and many other students at their school. Should Ed report his friend or should he just keep quiet?

Awards: International Film and TV Festival of New York, Gold Award; Bronze Medal, Atlanta Film Festival; Chicago Film Festival, Certificate of Merit.

Color Film or Videocassette, 11 minutes
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Course 4 - Interpersonal Relations

Module 4.1 - Managing School Conflict

Module Synopsis

Purpose

The purpose of this module is to build participant awareness of conflict and to provide assistance and approaches to managing, reducing, and resolving it. The importance of personal style in dealing in conflict situations is highlighted and presented as a strategy for managing conflicts. Other techniques to creatively deal with conflict are introduced.

Objectives

Participants will be able to--

1. Examine and analyze approaches to conflict for their appropriateness and effectiveness
2. Define conflict, and explain why it is natural and normal
3. Identify six steps of a negotiation process to handle conflict positively
4. Experience and share one technique to creatively deal with conflict.

Target Audiences/Breakouts

This module is appropriate for all members of the school community, including students, staff, and administrators, as well as individuals and agencies such as the media, human rights, civic, educational, and social groups, and law and law enforcement offices cooperating with the school in the prevention, management, and resolution of school tension, disorders, and conflicts.

Module Synopsis (continued)

Course 4 - Interpersonal Relations

Module 4.1 - Managing School Conflict

Media/Equipment

Overhead projector
Screen
Flip chart
Marker

Materials

Transparency

4.1.1 A Negotiation Model

Participant Worksheets

4.1.1 Case Study and Questionnaire
4.1.2 Four Approaches to Dealing with Conflict
4.1.3 Some Techniques Useful in Dealing with Conflict Creatively
4.1.4 Role Play Instructions

Background Materials (Trainer/Participant)

4.1.1 "School Conflict: Suggested Origins, Effects, and Solutions"
4.1.2 Excerpts from "Conflict Negotiation and Civic Education"
4.1.3 A Training Exercise: School Conflict
4.1.4 Conflict-Resolution Style Assessment

Bibliography

School Conflict

A Negotiation Model

- State the issues
- Analyze the issues
- Agree on what the issues are
- Bargain for an agreement
- Agree on the implementation plan
- Agree on the evaluation plan

Course Agenda by Module

Course 4 - Interpersonal Relations

Module 4.1 - Managing School Conflict

Total Time 1 hour

Module Summary

This module presents an overview of conflict and strategies to reduce, manage, and resolve it. Participants analyze a case study and discuss four approaches to conflict. Techniques to resolve conflicts are demonstrated by participants in role plays.

NOTE: All background materials are to be read by the trainer and participants prior to training. Activity 3, Discussion of Background Materials, will draw on information organized in these resources.

Activity/Content Summary	Time
1. Introduction Trainer provides an overview of the content of modules in Course 4, Interpersonal Relations.	5 min.
2. Approaches to Conflict	15 min.
A. Small Group Activity: Case Study Participants work in small groups and analyze a situation which depicts four approaches to conflict.	
B. Approaches to Conflict A rationale is presented for using varying approaches to deal with conflict.	
3. Discussion of Background Materials Ideas presented in the background material are discussed, focusing on identification of conflicts in the schools and negotiation as a useful process in managing conflict.	10 min.
4. Creative Approaches to Conflict Management Participants role play various techniques for resolving conflict.	30 min.
5. Wrap-Up Trainer highlights the module and suggests that examination of personal style and approach is the first step in resolving conflict situations.	5 min.

Materials/Equipment	Sequence/Activity Description

1. Introduction (5 min.)

   A. Overview of Interpersonal Relations Course

   Trainer should make the following points:

   - This module (4.1) is the first module in Course 4, Interpersonal Relations.
   - Course 4 focuses on our relationships in the school community and provides some strategies and approaches for improving those relationships.
   - Although all relationships in schools may not be strained, we are discussing those that do feel uncomfortable, hopeless, or unresolved.
   - We will be focusing on conflicts between us that have resulted in hostility, apathy, separation, violence, and vandalism.
   - This module, Managing School Conflict, provides an overview of conflict situations in our schools. Conflict is discussed--what it is, why it exists, and our roles in the struggles.
   - Some creative techniques to use in conflict situations are also introduced.
   - The following module, 4.2, Conflict Management Strategies and Programs, presents models and programs that are being used in schools throughout the country to manage conflict.
   - Module 4.3, Gangs, examines the psychology of gangs and presents some steps we might take to inhibit their style and assure safety for others.
   - Finally, Module 4.4, Victimology, focuses on victims (both students and teachers) and tactics that can be taken to break the circle of victimization.
   - Now, let us focus on conflict--and ways to deal with it.

Materials/ Equipment	Sequence/Activity Description

2. Approaches to Conflict

A. Small Group Activity: Case Study (10 min.)

The procedures are as follows:

Worksheet 4.2.1

(1) Trainer asks participants to divide into small groups of five or six and refers them to Worksheet 4.1.1, Case Study and Questionnaire.

(2) Participants read the case study and in their small groups discuss it and complete the questionnaire.

B. Minilecture: Approaches to Conflict (5 min.)

Flip chart
Marker

Trainer asks group to identify the conflicts and the approaches or strategies used in the case study. The trainer lists these on a flip chart as follows:

- Teacher/singing student--avoidance
- Teacher/student wanting pass--power/authority
- Teacher/students dealing with exam--negotiation
- Two students fighting--force.

Trainer makes the following points:

- o The four strategies just identified are generally used to deal with conflict.
- o Their effectiveness and appropriateness depend on when they're used, what the situation is, and who is involved.
- o Individual reactions to conflict depend upon:
  - Background--that is, how one's family, friends, and culture view conflict. For example, is it okay to express anger? Disagree with elders? Are differences "good" or "bad"?
  - Experience--or what's worked before. What have been the consequences of certain approaches?
  - Personal style--This refers to what feels right.
  - Expectation--Will an action escalate conflict? Deescalate it? Make no difference?
  - Role--What power does one really have in a situation?

Materials/ Equipment	Sequence/Activity Description
Worksheet 4.1.2	Trainer refers participants to Worksheet 4.1.2, Four Approaches to Dealing with Conflict, for more approaches to dealing with conflict.
	3. Discussion of Background Material (10 min.)
	NOTE TO TRAINER: Listed below are questions to stimulate group discussion about the origins of conflicts, parties involved in conflicts, issues over which school members are in conflict. The questions are a starting point--add your own questions or select several for participants to discuss.
	Trainer makes the following points and asks the following questions to stimulate discussion:
	o To begin a discussion of conflict, we might start with the question--what is conflict?
	o How does conflict surface in your school? What are the issues around which people are in conflict?
	o Who is in conflict?
	o How many conflicts are left unresolved in your school? Why?
	o Why is there so much conflict in our schools?
	o What approaches are generally used by teachers, students, administrators?
	- Avoidance?
	- Authority?
	- Force?
	- Negotiation?
Transparency 4.1.1	Trainer shows Transparency 4.1.1 and makes the following points:

Materials/ Equipment	Sequence/Activity Description

A Negotiation Model

- State the issues
- Analyze the issues
- Agree on what the issues are
- Bargain for an agreement
- Agree on the implementation plan
- Agree on the evaluation plan

- o A model of negotiation for resolving school conflict was developed by John De Cecco in 1974 and revised in 1978.
- o How, when, and why can negotiation be used in your school? (What kinds of confrontations, decisions can be negotiated?)
- o How effective does this model seem?
- o Why is negotiation such a powerful tool (or is it?) for resolving differences?

NOTE: Trainer should aid group in focusing on negotiation as a powerful, positive way of bringing about change (parties are equal in a negotiation, both sides can win, compromises suitable to all involved are possible).

4. Creative Approaches to Conflict Management (30 min.)

A. Trainer Explains the Activity

Trainer makes the following points:

- o In the case study we saw that personal style in handling conflict situations is actually a strategy to manage conflict. For example, avoiding a situation is a tool to provoke change. Negotiation is another tool to change the outcome of a conflict situation.

Materials/ Equipment	Sequence/Activity Description

- Changing the strategy thus changes the outcome of the situation.
- Participant Worksheet 4.1.3 lists other strategies to use in conflict situations.
- To demonstrate these techniques, we will act out short role plays for the larger group.
- Each small group will be assigned a technique, will create a conflict situation, and then resolve it using the technique.
- Participant Worksheet 4.1.4 gives more instructions for the role plays.

B. Participants Form Small Groups

The procedures are as follows:

(1) Trainer asks participants to re-form into their small groups.

Worksheet 4.1.3
Worksheet 4.1.4

(2) Trainer refers participants to Worksheet 4.1.3, Some Techniques Useful in Dealing with Conflict Creatively, and Worksheet 4.1.4, Role Play Instructions.

(3) Trainer assigns each group a technique to demonstrate.

(4) Participants create short scenarios to role play the various techniques.

NOTE: Allow 5-10 minutes for groups to meet. Offer assistance in identifying conflict situations or in constructing the scenario.

C. Role Play

Each small group acts out their technique to manage conflict in a role play.

5. Wrap-Up (5 min.)

Trainer leads a discussion and review of the techniques useful in dealing with conflict, as illustrated in the role plays.

Trainer asks the following questions to stimulate group response when appropriate:

- What were your feelings and reactions to the enacted scenes?

Materials/ Equipment	Sequence/Activity Description

- What techniques seemed most effective in the role plays and why?
- When are these techniques most useful?

Trainer makes the following points:

- In this module we have examined the origins of conflict--in ourselves, and in our schools.
- We have discussed approaches to conflicts--ways we react, behavior patterns we use in dealing with conflicts.
- We have looked at a negotiation model for working through conflict and also some techniques that can help change a stressful situation into one in which parties are more open and willing to share and compromise.
- Although these approaches seem simple, they may be a key to changing our environments.
- When we choose to negotiate rather than avoid, talk openly rather than use power, listen rather than be forceful, the gains we experience may indeed be great.
- In the end, individual change may be the key to changing our environments and our schools.
- Individual willingness among all parties--students, teachers, parents, administrators--to work together in producing a new environment and creating new relationships is the way to resolving our conflicts.

Course 4 - Interpersonal Relations

Module 4.1 - Managing School Conflict

Worksheet I-D 4.1.1

Participant Worksheet

Case Study

Terry Allen teaches American History to eleventh graders. At the beginning of class, Allen instructs students to open their books to Chapter 2 and asks one of them to read the text out loud. At once, another student begins to sing a familiar disco tune and several others join in. Allen ignores the singing and it soon ceases. Allen proceeds to lead a discussion of the material just read when a student suddenly signals for recognition and permission to go to the bathroom. Allen denies the request, explaining that teachers decide when students may leave the class. At the close of the session, Allen announces a test on the following day. Several students object stating that there is insufficient time to prepare. Allen replies that the midsemester marking period is in two weeks and grades must be submitted to the principal. A student suggests a three-day postponement of the test and Allen agrees. The bell rings and Allen dismisses the class. During their departure, two students break into a fight over an alleged theft. Allen begins to intercede, but the fight stops and the two students leave the room, seemingly having worked out their differences.

Instructions: The case study you have just read describes some conflicts which typically occur in classrooms. Discuss with members of your group the following points and add others you consider relevant.

1. Identify each conflict situation in the case.

2. Describe approaches used in each situation.

3. Discuss the appropriateness/effectiveness of each approach.

4. Relate similar situations you've dealt with.

5. What would you have done if you were Allen? What are some other approaches you might have taken?

Course 4 - Interpersonal Relations

Module 4.1 - Managing School Conflict

Worksheet I-D 4.1.2

Participant Worksheet

Some Useful Techniques in Dealing with Conflict Creatively

The following is a list of techniques and/or methods for dealing with conflict creatively.

1. Clarification

   Raise to the level of awareness the fact of the conflict and clarify the issues surrounding the conflict.

2. The Rogerian Method

   Useful when persons are not listening to each other. Party No. 1 makes a statement; Party No. 2 must repeat that statement to the satisfaction of Party No. 1 before Party No. 2 can respond to Party No. 1.

3. Specific Behavior

   Deal with behavior, not motives: be specific, not general. It is important when dealing with any conflict that each party refer to specific behavior rather than general behavior. It is also important that each party resist making general statements about the other party.

4. Humor

   Humor is useful in many different ways in dealing with conflict. However, one must be careful that the use of humor does not allow either party or both parties to escape from the conflict. However, humor is very useful when the tension has built to a point where it is difficult to deal with the conflict. To use humor to reduce tension oftentimes allows parties in conflict to deal with that conflict in very creative ways.

5. Withdrawal/Flight

   Withdrawal or flight from a conflict can be very useful when the conflict temperature is so high that there is little chance in dealing with the conflict creatively. Withdrawal/flight can be seen as a cooling off period. However, one must be careful that withdrawal or flight is not used to remove the conflict and therefore not to use the conflict creatively.

6. Role Play

   Role play opposite points of view. This is useful when one or both parties in the conflict are not "feeling" the other party's point of view.

7. Exaggeration

Exaggerate the other party's point of view. This is sometimes useful when points of view are not too far apart, but the parties involved in conflict find it difficult to find a solution. To polarize the points of view frequently opens up other alternatives for dealing creatively with the conflict.

8. Fantasy

Fantasize or dream the possible outcome. The question might be raised, "Where do you think we might be a week from now?" or "Let's brainstorm some possible alternative outcomes." Through this process, parties in conflict may run across a solution which deals creatively with the conflict for both of them.

9. Experimental Solutions

Propose possible experimental solutions. Oftentimes in the heat of conflict, parties are unable to buy into completely--and forever--a particular solution. There may be, however, a solution which they would "try out" for a specific period of time. Therefore, it is often very helpful for parties to agree to propose possible experimental solutions and try one or more of them out.

10. Negotiation

Negotiate a conflict solution. Use a third party as a mediator to work as an objective party in helping to clarify issues, or let both parties join in the negotiation. For negotiation to be successful, both parties must have equal power and equal opportunities for expression. This is a win-win approach where the outcome can be satisfactory to both sides.

This paper is an outline of a compilation of several papers and articles dealing with the creative and rational use of conflict. The exact source is unknown.

Course 4 - Interpersonal Relations

Module 4.1 - Managing School Conflict

Worksheet I-D 4.1.3

Participant Worksheet

Role Play Instructions

Participant Worksheet 4.1.3 lists ten techniques for creatively dealing with conflict. Each group will be assigned one of the techniques to demonstrate in a role play. The following questions and suggestions are to aid you in creating the role play and to stimulate your thoughts/ideas/feelings about conflict and resolving it. These suggestions need not be adhered to--feel free to use what feels comfortable and discard what is not relevant.

* * * * * * * * * * * * * * * * * *

Role Play Structure

Create a role play to demonstrate your assigned technique. The role play might be structured as follows:

(1) Characters are introduced;

(2) A conflict emerges;

(3) The technique is introduced to manage or resolve the conflict;

(4) The situation changes. Either the conflict is resolved or the parties are unable to change or agree and the underlying conflict remains.

The Situation

(1) Create a conflict situation from your school environment which feels familiar. (Conflict can occur between a teacher and a student, two students, two teachers, an administrator and a teacher, several people or groups of people. Be creative in structuring your situation. The conflict situation can be a serious issue or a minor one. Examples might include racial conflict, classroom discipline conflict, parent-teacher discussion about a teacher's unfairness to a child, student-teacher conflict about final authority for publishing an article in a newspaper, conflicts about truancy or smoking regulations, board of education and parents in conflict about a sex education class or assigned books to be read, conflicts about bussing.)

(2) Center the conflict around opposing needs, desires, actions. Clarify the issues surrounding the conflict. What are the <u>real</u> issues involved? Is the conflict because of differing behavior standards? Differing values?

(3) Discover for yourselves as much as you can about the content of the situation (feelings, needs, desires) even if these cannot all be expressed in the role play.

The Characters

Assign roles to your group members. Clearly identify the characters. Who are they? What are their motivations? What do they need? Who do they represent in the school environment? Do they, or could they, feel conflicted about what they need or want? How are the feelings of the opposed characters different?

The Technique

Resolve the conflict situation with the assigned technique. What is the purpose of the technique? Is it really useful? How? When? Can you expand it, change it to be more useful?

Course 4 - Interpersonal Relations

Module 4.1 - Managing School Conflict

Background I-D 4.1.1

Background Materials

School Conflict: Suggested Origins, Effects and Solutions

The word "conflict" means "to strike together." It is derived from the Latin conflictus. Conflict between and among humans means "battle" or "collision." There are two kinds of human conflict and these occur when: 1) behaviors interfere with another's needs, or 2) values don't match.

Conflict is inevitable. It is part of interaction. Conflict is neither "good" nor "bad." Rather, what matters is whether conflict will lead to the improvement of the quality of life. Robert Coles, the psychiatrist, urges school personnel to join hands with students not to resolve conflict, but to encourage, examine, and learn from it. He views conflict as healthy and necessary, its pain a prerequisite for hard decisions and true progress.

There is evidence that the frequency of conflicts in a relationship is unrelated to its health or satisfaction. However, two considerations about conflicts require observation: 1) the number of unresolved conflicts, and 2) the methods used to resolve them. We will explore here some of the origins of unresolved conflicts as they surface in the schools, explore the link between unresolved conflicts and delinquency, and suggest some considerations in developing and using specific methods for their resolution.

What are some expressions of conflict in schools? Some examples include: performing below one's ability, fighting, swearing, competing, sabotaging, trashing, boycotting, rioting. What are possible explanations of these examples? What are expressions of conflict actually communicating? Staff at the Center for Research on Utilization of Scientific Knowledge at the University of Michigan studied high schools in the midst of chaos and disruption during the late 1960's. They found that, generally, conflict was an expression of people, especially students, "exploding with the fruits of ignored, suppressed, or otherwise unresolved interracial and intergenerational tensions." This finding suggests two major contexts within which issues--often expressed in disruptive or violent ways--are raised. Thus, 1) conflicts may be or appear to be between racial groups, developing from community tensions and structures and from ignorance, fear, and hostility; or 2) conflicts may lie in relations between students and staff or students and administrators. For example, a major issue for students may be the maintenance, direction, and/or degree of adult control over them. Another issue for students may be the quality, relevance, or feeling about their schooling experience. According to Mark Chesler, a professor at the University of Michigan and a consultant on change programs in schools and communities, "for many youngsters experiencing irrelevance, obsolescence, failure and even brutality in their school encounters, crisis and disruption is a continuing part of their everyday life." Chesler cautions that it is not generally this kind of crisis that schools and communities recognize or respond to. Rather, it is crisis as defined in terms of the breakdown of administrative control and normal procedures that captures the attentions and drains the resources of schools and school systems.

The general orientation to conflict management in schools is one of "win-lose," according to Thomas Gordon, in his bestseller T.E.T.: Teacher Effectiveness Training. He writes that "adults seem to feel there are only two approaches to choose from: strict or lenient, tough or soft, authoritarian or permissive." In this kind of a social system, human relationships are reduced to struggles, contests, and fights for power. Students, and adults, learn the lesson early that competition, not cooperation, is rewarded, and a climate of fear and distrust, with its attendant dangers, is perpetuated. In many conflict situations, students are asking for more influence or power in setting policy and making decisions that affect their academic and personal lives. When these needs for legitimate power with which to represent their interests are not met with sympathetic or positive responses, students turn to disruptive power as a last resort. Adults, who are often used to wielding power without much political accountability to students, raise students' levels of frustration when they respond by either denying problems, distorting grievances, and/or using repressive force such as suspension and expulsion. Students, imitating unenlightened adult ways of responding to conflict, controversy, and dissent, may themselves have no recourse but to do all, including close the schools, almost any time they organize to do so. When individuals or groups in conflict share about the same degree of power in an organization, it is possible to negotiate or adjudicate differences with relative ease. According to Chesler, "Such parity does not exist in schools. Largely for this reason, protestors seek the use of illegitimate and highly coercive power to force the school to respond to their interests."

Researchers John DeCecco and John Roberts at San Francisco State University observe that delinquent behavior is a response to conflict deriving from lack of opportunities to express anger and verablize grievances. Without opportunities for direct exchange of views, a false impression is created that any side of a conflict is "right." They add, "Schools, ignoring these reasons for delinquent behavior, often punish it, therefore escalating anger, polarizing issues and generating a need for more avoidance or force to resolve conflicts." They propose a process of negotiating school conflict to prevent juvenile delinquency. It is based on the assumption that it has the greatest potential payoff for parties; that is, the outcome is "win-win" or, in the terms of Thomas Gordon, "no-lose."

By providing for direct verbal expression of anger, there is a reduction in displacing anger onto innocent victims or expressing it in violent/destructive behavior. The key element in the process is to identify and respect everybody's rights, thereby enabling students and adults to deal with conflict in ways that encourage peaceful resolution and, in many instances, interrupt the vicious cycle of school conflict and delinquency.

We have presented some theory and discussion on the origin of conflicts in school. We noted that conflict is inevitable and universal, that people want and need ways to express their conflicts and that, generally speaking, conflicts in schools most often result from a clash between parties of different power holdings. A positive and realistic approach to averting and/or resolving conflicts is one which sees merit in learning how to productively disagree, argue, clash, and fight. In these ways, it becomes more possible to avert crises and reduce injustice and oppression.

Earlier reference was made to Thomas Gordon's description of "no-win," an approach to conflict resolution in which neither party is satisfied with the outcome. Gordon proposes an alternative, superior method, the "no-lose" approach, in which the parties to a conflict join together in search of a solution acceptable to both--a solution that requires no one to lose. The method is a problem-solving process, one which is "relationship-strengthening," not "relationship-damaging."

The "no-lose" method is a six-step process. Parties in conflict join together in:

1. Defining the problem
2. Generating possible solutions
3. Evaluating the solutions
4. Deciding which solution is best
5. Determining how to implement the decision
6. Assessing how well the solution solved the problem.

The Center for Research on Utilization of Scientific Knowledge identified several models for conflict management, intervention, and resolution. A goal for implementing any of the models is to create structures which will enable all parties to enter the managerial arena; that is, everyone--students, parents, teachers, principals--will be decisionmakers and bargainers. In much the same way that "powerless" individuals and groups need to understand and use mechanisms, such as negotiation and reasoned skill development, so do the powerful need to understand that their denial of power to others leaves them with a hollow, shallow, empty power, burned out, fearful, and anxious. Both the powerless (usually students) and the powerful (usually adults) need to learn, simultaneously, the methods and processes of conflict resolution. The critical goal of conflict management thus extends beyond only helping existing managers maintain an apparently orderly organization. Instead, new questions are raised about management, organization, and schooling. For example: By whom is the school managed? For whom is it operating? For what reasons are certain structures established and maintained? How can fair goals be set and attained?

There are essentialIy four conflict management strategies for realizing this goal:

1. Verbalizing frustrations
2. Creating new organizational models
3. Training in and about power
4. Collaborating among parties.

Models are neither longterm panaceas nor are they appropriate in the face of critical or emergency situations. Rather, they are ways of initiating dialogue, involvement, leadership, and learning. The feasibility of each model or program must be examined on a case-by-case, situation-by-situation basis. The point is that there is no point in dealing with interracial or intergenerational conflict unless people are really prepared to do more than talk about change.

False starts, unkept promises, and unworthy trusts have produced disaffected students and adults and cautioned against serious consideration of more promises. Administrators can evade, deny, or suppress issues. Or they can make changes, correct injustices, and initiate reforms. It seems there is a clear choice between dialogue or "a test of raw power, the disruptive power of organized groups of students pursuing rational and just ends (which) will close the schools, the careers of school men, and the possibility of quality education."[1]

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[1]Mark Chesler and Jan Franklin BenDor, Interracial and Intergenerational Conflict in Secondary Schools, University of Michigan, 1968.

Course 4 - Interpersonal Relations

Module 4.1 - Managing School Conflict

Background I-D 4.1.2

Background Materials

Excerpts from Conflict Negotiation and Civic Education

by John P. De Cecco and Petra Liljestrand
San Francisco State University, 1978

Description of Model of Negotiation

A model of negotiation for resolving school conflict has been developed (De Cecco and Richards, 1974; De Cecco and Schaeffer, 1978). The model has the following six steps:

Step 1. Stating the issues.

Both parties express anger verbally and face-to-face over specific incidents and issues.

Step 2. Analyzing the issues.

Both parties analyze issues in terms of specific conditions and behavior in the school, and in terms of democratic rights.

Step 3. Agreeing on what the issues are.

The parties together prepare statements that include the issues of each party.

Step 4. Bargaining for an agreement.

Both parties make proposals for resolving the conflict and reach agreements that balance the gains and losses.

Step 5. Agreeing on the implementation plan.

Both parties agree on their respective responsibilities for carrying out the agreement.

Step 6. Agreeing on the evaluation plan.

Both parties agree on the persons, methods and time for evaluating if and how well the agreement has been implemented.

. . . The first step is based on the definitions of conflict, incident, issues and modes of angry expression. In order to start negotiations, parties must perceive that there is a conflict. To clarify this perception, at least one party should express anger to the other party. This anger should be tied to specific issues. Issues should be stated as concretely as possible, in terms of the specific incidents and the behaviors and conditions about which the parties are angry.

Anger should be expressed by each party verbally and face-to-face to the other party for several reasons: (1) to avoid the destructive consequences of indirect angry expression; (2) to give the other party the opportunity to express its own anger and state its own issues; (3) to provide each party an opportunity to assess the relative importance of all the issues stated; and (4) to express anger which, if left unexpressed, can impede one party from listening to the other party.

Anger should be appropriately expressed. It is expressed appropriately when it is (1) controlled ("cooked") and not uncontrolled ("raw") (Levi-Strauss, 1969); (2) directed toward issues and not expressed globally; (3) directed toward specific conditions and behaviors rather than personalities, interpretations or judgments; and (4) directed toward conditions that can possibly be changed in the forseeable future. To express anger inappropriately can cloud issues and escalate conflict. Within these criteria, individuals of different personalities and cultural backgrounds may express anger differently.

The second step is based on the concept of decentering and the definition and classification of issues and democratic rights. The democratic rights are the foundation for civic education. In this step the parties should provide each other full descriptions of the conflict and the incidents including time, place, parties present and what was said and done. Exchanging descriptions may assist parties to clarify issues, gain perspective on the incidents, and note differences in perception of events and issues.

Each party should identify the democratic rights that were abridged by each party. This procedure provides a democratic framework within which negotiations can occur. By focusing on the rights rather than the motives of each party, the conflict has a better chance of being negotiated. In the process of identifying the rights that have been abridged, the parties must identify the individuals who are responsible for the abridgment. This process ensures that the right parties participate in the negotiation. By identifying their own rights that may have been abridged by the other party, and the other party's rights that may have been abridged by them, the process of decentering is facilitated.

Whereas step one is more emotional than cognitive, step two is more cognitive than emotional. Taking both steps may assist the parties to integrate the feelings and thought generated by the conflict.

The third step is based on the concept of decentering and Deutsch's definition and classification of issues. To establish a common basis for negotiations, parties must be able to view the conflict from each other's perspectives and to agree on what the issues are. By using the classification of issues, the parties can distinguish more negotiable from less negotiable issues.

There are three beneficial consequences of taking the third step: (1) the number of issues is reduced to those incorporated in the statements prepared by the parties; (2) the parties recognize that, although they disagree, they may still be able to negotiate; and (3) it prevents issues from proliferating at later steps in the negotiation process.

The fourth step is based on the concepts of decentering and democratic rights. By decentering and by respecting each other's rights, the parties can bargain on the basis of each other's priorities of gains and losses. In this step each party proposes several alternative resolutions to the conflict that divide the gains and, if necessary, the losses. With the possibility of each party making gains there is the likelihood that both parties will have an investment in the resolution of the conflict.

The fifth step requires that the parties develop a specific plan for implementing the agreement reached in the previous step. This plan should contain specific statements of who has responsibilities, the particular responsibilities, when they are to be performed and what action should be taken when one party fails to carry out its responsibilities. The procedure may avoid new conflicts arising from misunderstanding and forgetfulness.

The sixth step requires that parties develop a specific plan for evaluating the implementation. The plan should contain specific statements of who the evaluators are, the methods of evaluation, when it is to occur, and how the results are to be reported and used. In long-term agreements, it may be necessary to have periodic evaluations and revisions of the original compromise. This procedure provides the opportunity to negotiate issues left unresolved or to negotiate new issues. In addition, this step encourages students to look at the conflict in retrospect and assess what they have learned about negotiation and what has actively changed as a result of their efforts.

. . . In taking each step, participants may benefit from expressing in writing the specific substance of the particular step they are taking. In taking step one, the parties can describe in writing the incidents in the conflict, exchange copies of their reports and read their own reports aloud in the presence of the other parties. This formal procedure structures the conflict and reduces the threat of angry expression. In taking step two, it may be helpful for the parties to examine the reports prepared in step one for identifying issues as seen by either side. The following procedures may facilitate taking the third step: (1) Each party, from its own perspective, should state in writing the conflict issues. (2) Both parties should exchange these written statements. (3) Both parties, together, should determine areas of commonality or overlap in the issues. (4) Both parties, together, should record statements of issues to which they both agree. (5) These statements should be stated as questions and as specific conditions to be negotiated. In the conflict over the student missing basketball practice, the following question could serve as a common statement of issues: Under what conditions are student members of the basketball team allowed to miss after-school practice? The use of the question form presents the issues as problems to be solved. The reference to conditions leads to bargaining and the avoidance of win-lose resolutions.

The following procedures may be used for taking step four: (1) Using the common statement of issues, each party should list proposals for resolving the issue. The proposals should be as concrete as possible. (2) The possible gains and losses for each party should be identified for each proposal. (3) Each party should rank the proposals (its own and the other party's), assigning the first ranks to the most important gains (for the ranker). (4) Both parties should agree to inclusion and revision of statements of the original proposals. These last statements constitute the bargaining agreement.

When taking the fifth and sixth steps, participants are taught how to plan the implementation of their agreements. They can be told to do the following: (1) specify as concretely as possible who will do what, and (2) specify when and where it will be done. The evaluation program should include the following: (1) specification of who is to carry out the evaluation, (2) when it is to be carried out, (3) standards of acceptable performance of the implementation, and (4) what steps are to be taken if the performance is found to be lacking or below standards. Both the implementation and evaluation plans should be signed by the parties to the conflict.

Course 4 - Interpersonal Relations

Module 4.1 - Managing School Conflict

Background I-D 4.1.3

Background Materials

A Training Exercise: School Conflict

(This activity can be used as reading material to stimulate thought about conflict and its origins, or it can be put into practice as a group exercise by a school or group wishing to discover more about its strengths, differences, and makeup.)

Introduction

This activity is designed to highlight underlying issues and implications for schools in dealing with conflict. The intended outcome of the entire activity is the personal discovery of some origins and resolutions of conflict in schools. A fundamental reality about schools--and the society they reflect--is that they are comprised of many groups of people with different roles, status, values, and needs, and varying ages, races, religions, cultures, and languages. Before considering how to prevent, reduce, and manage the conflicts which inevitably arise from these differences, it is necessary to identify them and recognize that the differences exist.

In this activity, people form homogeneous groups so that the fundamental reality of their uniqueness--and the differences that exist among them--can be captured, highlighted, appreciated, understood. It is believed that in homogeneous groupings where there is relative safety from censure, individuals can collectively locate the depth of their concerns, their passions. Once those passions have been identified, it becomes more possible to formulate reasoned statements about the barriers which exist between groups and that create, sustain, and escalate conflicts. A negotiation process, using six steps to break down barriers and reduce conflict, follows the activity.

This exercise is best facilitated with a group leader who can give instructions and aid in the identification process with participants when needed.

Procedures

The trainer asks participants to divide into homogeneous groups in which members have the same role, job description, duties or tenure, and so on. Parties decide on their own who their group is. (Note: Some examples of group formations might include conservative teachers and parents; moderate or liberally oriented teachers, parents, and community members; and students.)

When clustering is completed, the trainer or group leader asks each group the following:

(1) Identify yourselves to each other.

(2) Identify what you share in common, the reasons why you clustered together, and the ways you are distinct from other groups in the workshop. Focus on your needs, wants, and concerns.

(3) Discuss and list the kinds of concerns and views you have about school and the problems you see there.

After the small groups have come to some closure with the identification process and have clearly focused on who they are and what their connection to the school environment is, the trainer asks the participants to reform into the larger group.

Each small group should then identify themselves and their concerns to the larger group. The groups should focus on the differences among themselves. These differing needs, wants, and perceptions can give rise to conflict. Before any real negotiation or cooperation can begin to happen, the differences must be recognized and accepted.

The trainer's function here is to aid the group members in clearly identifying the differences between themselves and other groups. The exercise is completed when participants do have a new sense of the group's membership.

Negotiation Process

The exercise can also continue with a negotiation process. One process, developed by John DeCecco of San Francisco State College, includes six steps. They are:

(1) State the issues--Both parties express anger verbally and face-to-face over specific incidents and issues.

(2) Analyze the issues--Both parties analyze issues in terms of specific conditions and behavior in the school, and in terms of democratic rights.

(3) Agree on what the issues are--The parties together prepare statements that include the issues of each party.

(4) Bargain for an agreement--Both parties make proposals for resolving the conflict and reach agreements that balance the gains and losses.

(5) Agree on the implementation plan--Both parties agree on their respective responsibilities for carrying out the plan.

(6) Agree on the evaluation plan--Both parties agree on the persons, methods, and time for evaluating if and how well the agreement has been implemented.

The negotiation process can be used by participants to discuss any issue that might have arisen during the exercise or any perceived differences that seem in conflict. The trainer can guide participants through the process and other participants can offer assistance and support to the negotiators.

Course 4 - Interpersonal Relations

Module 4.1 - Managing School Conflict

Background I-D 4.1.4

Background Materials

Conflict-Resolution Style Assessment

This conflict-resolution style assessment quiz is a useful tool in evaluating your personal approach to dealing with everyday conflict situations. The quiz seems to be most effective when two people take it together and then discuss and share their responses to the questions. Although there are no right and wrong answers to the questions, some responses seem to be more helpful than others in preventing or resolving a conflict situation.

1. When one member of our faculty dominates and prolongs the faculty meeting, I . . .

   a. Think about tomorrow's schedule.

   b. Interrupt and demand that the principal move to the next topic.

   c. Discuss something else with someone next to me.

   d. Address the speaker and attempt to move the meeting along.

2. If I am in the faculty lounge and overhear a white faculty member's racially derogatory comment about a black faculty member, I . . .

   a. Leave the lounge to do something else.

   b. Call that person prejudiced and tell him to shut up!

   c. Intervene in the conversation to change the subject.

   d. Talk directly to the white faculty member about how I perceive the statement as showing racial bias.

3. During a building committee meeting on instruction when there is disagreement, I . . .

   a. Suggest that a subcommittee be formed.

   b. Seek to determine the difference and the point of agreement.

   c. Sit patiently until the others have come to an agreement.

   d. Use my influence with the chairperson to demand a decision.

4. When the attendance secretary from the central office stops me in the hall and says, "I've been hearing that you aren't turning in your tardy slips on students--that will have to stop immediately," I . . .

   a. Tell him to mind his own business or I will report to the Assistant Principal that I have seen him leaving school early.

   b. Ask the secretary to try to see me later in the week, that I am very busy right now, but I certainly want to see him later.

   c. Ask the secretary into my classroom and calmly request him to give me the specific examples he is referring to.

   d. Pretend I didn't hear the statement and keep walking.

5. If I am the teacher in a class where a white student has made a racial slur to a black student, I . . .

   a. Ask the two students involved to see me at the end of class.

   b. Act as if I didn't hear the remark.

   c. Explore directly with the student who made the remark what he/she meant by the statement.

   d. Say to the white student, "If you say that again, I will send you to the office."

6. During a faculty meeting the Assistant Principal continues to make references to the inability of women teachers to maintain discipline; I . . .

   a. Threaten the Assistant Principal with a promise to file a grievance on the basis of sexual bias.

   b. Allow the Assistant Principal to continue.

   c. Make a humorous remark about sex-role stereotyping.

   d. Ask other members of the faculty to respond as to how they view discipline in the school.

7. During a faculty meeting when the counselor indicated that the majority of the discipline cases involve the black male students and the white female teachers, I . . .

   a. Say "I don't have that problem and it doesn't concern me."

   b. Say "I feel that you are making too much of a generalization and that white male students are just as much a problem."

   c. Say "Why don't you just let the Assistant Principal do his job--he's supposed to maintain discipline."

d. Say "This is a problem that confronts us all. I'd like to explore what seem to be the root causes of the counselor's assumption."

8. If I am in the hallway near the cafeteria and there are small groups of students making overtures about a rumble after school, I . . .

a. Ask that one or two from each of the groups come over and form another group with me to talk about what are the differences.

b. Move in and disperse the group.

c. Return to the faculty lounge.

d. Make an announcement about the school rule of not congregating in the halls.

9. At a PTA meeting a heated discussion ensues concerning the use of the school building for dances after school. I . . .

a. Talk to my neighbor since this is a parent issue.

b. Make a motion to move the agenda.

c. Make a motion to appoint a committee to look into the issues and report back in two months.

d. Suggest that those who have opposing viewpoints each take five minutes--uninterrupted--to state their positions, and that I will put the major items on the board to see where there is a potential for compromise.

10. I walk into the faculty lounge to hear a man faculty member state, "Well, you know, the girl coaches don't really care about athletics, they just want to cut into the budget of the teams." I disagree with this statement, so I . . .

a. Close the door and go back to my class.

b. Start a conversation about the assembly that day.

c. Sit down and ask the speaker to explain to me why he feels that way.

d. Inform the speaker that the law now requires equal expenditures of funds for girls' and boys' athletics, and that I do not wish to discuss the matter.

Resources/ Bibliography

Course 4 - Interpersonal Relations

Module 4.1 - Managing School Conflict

School Conflict

"Consultation in Schools: Inevitable Conflict, Partisanship, and Advocacy" by Mark A. Chesler, Bunyan I. Bryant, Jr., and James E. Crowfoot, in Professional Psychology, November 1976.

"Desegregation and School Crises" by Mark Chesler in Integrated Education: A Report on Race and Schools, November-December, 1972.

"Interracial and Intergenerational Conflict in Secondary Schools" by Mark Chesler and Jan Franklin BenDor, Center for Research on Utilization of Scientific Knowledge, The University of Michigan, Ann Arbor, 1968.

Organization Development in Schools, Richard A. Schmuck and Matthew B. Miles, editors, Palo Alto, California: National Press Books, 1971.

Resources for School Change: 1. A Manual on Issues and Programs in Training Educational Change by Mark Chesler, Bunyan Bryant, James Crowfoot and Simon Wittes, Educational Change Team, Ann Arbor: University of Michigan, 1972.

Schooling: Expectations in Conflict, National Education Association, 1977.

T.E.T.: Teacher Effectiveness Training, by Dr. Thomas Gordon, New York: Peter H. Wyden, 1974.

DeCecco, J. P., and Roberts, J. K., Negotiating School Conflicts to Prevent Student Delinquency, School Crime and Disruption: Prevention Models, Eds., Wenk, E., and Harlow, N., Davis, California: Responsible Action, Inc., 1977.

Course 4 - Interpersonal Relations

Module 4.2 - Conflict Management Strategies and Programs

Module Synopsis

Purpose

The purpose of this module is to encourage participant awareness of conflict situations in their schools, and to introduce models and programs used in schools to reduce, manage, and resolve conflicts.

Objectives

Participants will be able to--

1. Identify ongoing conflicts in their schools and cite parties able to aid in their resolution
2. List effective strategies and programs which can be implemented in their schools to manage conflict
3. Identify programs which ease tensions, equalize power among parties, and provide forums for expressing thought and feeling
4. Identify resources for assistance in reducing, managing, and resolving conflict.

Target Audiences/Breakouts

This module is appropriate for students, teachers, administrators, counselors, and security staff, as well as police, civil and human rights groups, and others cooperating with schools to ease tensions.

Course 4 - Interpersonal Relations

Module 4.2 - Conflict Management Strategies and Programs

Module Synopsis (continued)

Media/Equipment

Materials

Participant Worksheets

4.2.1 Conflict Assessment Sheet
4.2.2 Models and Programs To Manage Conflict
4.2.3 Questionnaire: Assessing Models and Programs To Manage Conflict

Background Materials (Trainer/Participant)

4.2.1 List of Resources
4.2.2 Student Grievance Form, from Prince Georges County, Maryland
4.2.3 Student Grievance Form, from Denver, Colorado
4.2.4 Games on Conflict

Bibliography

Bibliography

Course Agenda by Module

Course 4 - Interpersonal Relations

Module 4.2 - Conflict Management Strategies and Programs

Total Time 1 hour

Module Summary

This module proposes strategies, models, and programs to reduce, manage, and resolve conflicts. Participants assess conflict situations and resources in their schools and analyze models and programs used in other schools to manage conflict.

Activity/Content Summary	Time
1. Introduction Trainer presents an overview of the module with reference to companion Module 4.1 and includes some suggestions for implementation of strategies.	5 min.
2. Small Group Activity: Conflict Assessment Participants describe and assess conflict situations in their schools.	15 min.
3. Models and Programs to Manage Conflict Participants learn about and evaluate sample models or programs.	40 min.

Materials/Equipment	Sequence/Activity Description

1. Introduction (5 min.)

Trainer makes the following points:

- o In Module 4.1 conflict is defined, explained in terms of its origins and described according to how it is expressed in school. The connection between unresolved conflict and delinquency is also discussed.
- o This module explores models and programs to reduce, manage, and resolve tension and conflict in schools.
- o You will be asked to assess your own school--its conflicts, its resources for change.
- o There are no magic solutions and no prescriptions for eliminating or settling differences between and among people.
- o However, there are ways to deal with conflict so that outcomes are acceptable to parties involved.
- o Schools can establish and implement policies and programs to positively and actively respond to differences among members, thereby becoming more representative of everyone's interests, needs and styles.
- o Some approaches and programs appear simple, yet may require rethinking and modifying earlier notions about conflict, differences, status, power, goals, and objectives.
- o New approaches require parties to become more honest, open, responsive, and willing to cooperate.
- o A Boston parent, recently interviewed on television following a school riot said, "We want peace, we're tired of fighting." Many parents and others involved in schools throughout the country feel similarly.

Materials/ Equipment	Sequence/Activity Description
	2. Small Group Activity: Conflict Assessment (15 min.) The procedures are as follows:
Participant Worksheet 4.2.1	(1) Trainer divides participants into small groups of 5 to 6 persons. (2) Trainer refers participants to Worksheet 4.2.1, a conflict assessment questionnaire. (3) Participants discuss and complete the questionnaire in their small groups.
	3. Models and Programs To Manage Conflict (40 min.) A. Small Group Activity: Discussion of Sample Models and Programs The procedures are as follows:
Participant Worksheet 4.2.2	(1) Trainer asks participants to remain in their groups and refers them to Worksheet 4.2.2, Models and Programs To Manage Conflict.
	(2) Trainer assigns each group two sample models or programs to read, evaluate, and report on.
Participant Worksheet 4.2.3	(3) Participants read assigned models or programs and complete Worksheet 4.2.3, Questionnaire: Assessing Models and Programs To Manage Conflict.
	B. Large Group Activity: Sharing of Ideas Participants report out of their small groups and share their findings. Sample models and programs are described and discussed according to their relative merits and feasibility.

Course 4 - Interpersonal Relations

Module 4.2 - Conflict Management Strategies and Programs

Worksheet I-D 4.2.1

Participant Worksheet

Conflict Assessment Sheet

Conflict can occur within a person (opposing needs, or actions are felt); between or among people (incompatible views, desires, or needs are expressed); between or among groups of people (an issue unites them); between one person and a group; among several groups.

Conflict in the schools, on one level, is no different from conflict expressed elsewhere. However, there are several distinctions that can be made--the parties in conflict, what the issues are, and how they are expressed and managed. These questions are unique to each environment.

AS A GROUP, DISCUSS:

1. What are the major interpersonal conflicts in your school? (For example, racial tension or conflicts between teachers and students.)

2. What are the major issues around which conflict emerges?

3. What resources are available to your school to help resolve conflict?

4. Imagine new ways of responding to conflict situations. List ways/ideas/projects tnat you might implement in your school to aid in managing conflict. (These can be as simple as talking to people you have avoided to starting a committee to hear student and teacher grievances.)

Course 4 - Interpersonal Relations

Module 4.2 - Conflict Management Strategies and Programs

Worksheet I-D 4.2.2

Participant Worksheet

Models and Programs to Manage Conflict

PROGRAM: Peer Counseling

DESCRIPTION: Peer counseling capitalizes on the power of peer group influence and the effectiveness of small group interaction to foster self-help, self-reliance, responsibility for one's actions, and development of problem-solving skills. In group meetings, members explore feelings, discuss problems and give and receive emotional support. An adult counselor may facilitate the group process, but plays a passive role.

EXAMPLE: Berrien County, Michigan

Several schools in the county offer the program. Membership is voluntary; groups meet daily and include 10-12 students of the same sex and an adult counselor. Students can be referred by themselves or by parents, teachers, counselors, and other specialists. Student leaders, including those whose leadership tends toward being destructive, are encouraged to participate. All meetings are confidential. At each meeting, members must state one problem they are experiencing and the group decides which problem is most pressing and must be dealt with first. Meetings end with a final summary of the proceedings. Berrien County reports that participants find the program is worthwhile and that they feel better about themselves and their situations. Discipline problems have been reduced 34 percent (higher in some schools) as has delinquency and substance abuse decreased.

EXAMPLE: Guided Group Interaction (GGI)/Department of Social Services

Groups meet one hour daily and members earn a credit a semester for their participation. In addition to regular sessions, members may meet to present findings to other students, staff, and PTA, or meet with similar groups in other schools or during emergencies, such as a suicide or arrest. There are five ground rules for members' behavior including:

1. To come to meetings straight, not high on drugs or booze.
2. To come to meetings regularly and on time.
3. To work on a set of self-identified problems, and to accept the group's help and to give help to others.
4. To keep confidential anything discussed in the group.
5. To restrain physical abuse or threats toward group members.

EXAMPLE: Peer Culture Development, Inc.

Peer Culture Development, Inc., is a private not-for-profit agency which supplies professional group leaders to public schools and other institutions on contract to implement a dynamic peer group process.

It is PCD's conviction that urban school systems nationwide must add as part of their guidance program an aggressive group process which involves youth in realistic, daily dealing with the hard problems of building a positive school culture.

The program's purpose is to:

1. Reduce the violence, vandalism and other forms of negative, hurting behavior which occur within the school or institutional environment.

2. Organize a peer group process which mobilizes the students' influence to help each other achieve a positive self-image, value system, and behavior pattern.

3. Assist schools and institutions to develop a methodology for handling inter-group and inter-personal conflict.

The Peer Culture Development program was established by a grant from the U. S. Department of Justice (Law Enforcement Assistance Administration, Juvenile Justice Division). Funded originally for five schools in Illinois, it was refunded and expanded to a total of 11 schools in the same area. The program has now spread to Michigan and is moving toward national expansion.

Peer Culture Development, Inc., is prepared to discuss the implementation of this program in your school district. They will provide informational materials or arrange a visit to the program for key decision makers in your community.

Peer Culture Development, Inc., is listed in Background Material 4.2.1, List of Resources.

PROGRAM: Ombudsperson

DESCRIPTION: The term ombudsperson is Swedish for "one who represents someone." The role was created in 1809 in Sweden to receive complaints from the public about bureaucratic abuse. In this country, they are also called human relations or community outreach workers and are employed both by communities and schools to handle complaints and facilitate communication between parties. In school, the ombudsperson may be paid or volunteer, act on behalf of students, parents, or teachers, offer information about rights and regulations, represent parties at a hearing, and generally report to the principal or board of eduction. The ombudsperson is a neutral party working for the school, but not involved in the administration. Students, teachers, and counselors have served in this role.

EXAMPLE: Montgomery Couty, Maryland

The program started in 1968 with a full-time paid ombudsperson who is employed by the school system and reports to the principal and superintendent. Duties include responding to complaints, preparing reports, conducting surveys, offering suggestions and solutions to conditions in the school system, and serving as liaison between the board of education and community groups concerned with schooling.

EXAMPLE: Dallas, Texas, Independent School District

The ombudsperson is called a personal relations worker and is a full-time employee of the system. He or she reports to the executive assistant of the superintendent and focuses on improving relations between teachers, students, and principals. Visits to all schools are made on a routine basis to assist in solving problems and locating their sources.

EXAMPLE: Philadelphia, Pennsylvania

In 1971, ombudspersons were brought into the Philadelphia school system. Of 90 ombudspersons selected for the 23 schools, the majority were students. Parents, teachers, and a policeman were also selected. All are volunteers.

PROGRAM: Student Ombudsperson

DESCRIPTION: The National Conference of Christians and Jews sponsors a program to train teams of 8 students in ombudship. The 1-year course has weekly meetings where students learn skills in mediation, negotiation, fact-finding, and identifying their rights and responsibilities. After initial training of two to three months, student ombudspersons negotiate with their principal to set up an office. An agreement authorizes them to process complaints, report to the school community when necessary, such as during instances of abuse or negligence on the part of school officials, and to submit reports and evaluations of school policy and human relations.

EXAMPLES:

1. As a result of the Goss v. Lopez Supreme Court decision, one team of Ombuds prepared a "Due Process Checklist" to be used by their school administrators when considering suspension of a student. The purpose of the checklist is to remind the administrator of his responsibilities to the student under the law, and where the student signs the checklist form, to serve as an indicator of the school's sincerity in respecting student rights.

2. During a teachers strike when a number of teachers were out of school, the Ombuds distributed information sheets to all students explaining the alleged reasons for the strike and the issues involved.

3. Aware that a significant number of seniors were approaching graduation only to discover at the last minute they were lacking in the required number of credits, the Ombuds recommended that as early as a student's junior year he be given his credits total and the balance needed to graduate with every report card until he graduates. The recommendation was put into action.

4. In the fall of last year students at one high school were surprised to learn they no longer had a student newspaper. The problem--no faculty advisor. The Ombuds spent three weeks seeking out a teacher who would agree to assume this responsibility. They eventually found one, and the school now has a student press.

5. On two different occasions this past year the Ombuds were guests on local television. Cincinnati's WCET invited two Ombuds to participate in a 4-way dialogue on the subject of "Student Rights and Responsibilities". Another Cincinnati station, WKRC, also invited the Ombuds to participate with other student leaders on a panel presentation titled "Let's Hear It From the Kids".

6. In an attempt to provide an alternative to waiting in the long lunch lines during the brief lunch periods, the Ombuds at one school worked with administrators in opening a short-order grill.

PROGRAM: Student Grievance Committees/Appeals Boards

DESCRIPTION: These mechanisms for handling student complaints or grievances function by receiving informal (verbal) or formal (written) complaints, conducting hearings, and making recommendations to adults as well as other students.

The Center for Community Justice, a team of lawyers and youth workers, reviewed grievance procedures in several California schools during 1976. Based on their findings, they issued recommendations for successful grievance systems. These include:

1. Simplicity. Mechanisms for formal appeals should be simple in operation. Every student should be able to easily understand and use the system.

2. Student and teacher involvement. Both groups should be part of the design and operation of procedures.

3. Prompt, specific written responses.

4. Access to the procedure with freedom from reprisals.

5. Jurisdiction. The scope of the appeals board should be as wide as possible--the more the board is used, the more effective a tool it becomes.

6. Neutral, disinterested review.

7. Carefree implementation. There must be administrative leadership provided, training, orientation, and monitoring for interested and involved members of the school community. Success of the mechanism requires that administrators openly encourage and support its use. Orientation to it must be ongoing, and its workings regularly monitored.

EXAMPLE: Prince Georges County, Maryland

If a grievance cannot be resolved informally, through discussion, the student is encouraged to submit a written grievance to the school governing association. A copy of the grievance is forwarded to the principal and student grievance committee which is composed of elected students and staff who review cases and make recommendations to the principal. The principal studies the case, the recommended action, and makes a final decision. If the student is dissatisfied with the decision, an appeal can be made to the central office.

(Sample Student Grievance Form is included in Background Material, 4.2.2.)

EXAMPLE: Denver, Colorado

To help address discipline problems following a systemwide integration program, the Albert L. Place Junior High School established a student grievance procedure. The procedure is used for student complaints alleging one or more of the following unfair practices: (1) an unfair school rule, (2) a school rule discriminating between students, and (3) an unfair procedure used in punishment. The complaint or grievance first goes to a counselor, then to the assistant principal, and finally, if it has not yet been resolved, to the principal. On all three levels, an informal conference is held within five days of the date of filing of the complaint. Students must prove that a rule or certain practices are unfair. The grievance procedure used at Place is not meant to reduce the legal authority of the school administrators, but rather to encourage student communications on matters of concern.

(Sample Student Grievance Form is included in Background Material, 4.2.3.)

PROGRAM: Student Court

DESCRIPTION: This system enables students who are accused of violating rules or codes of behavior to have their case heard by their peers. Students act as lawyers, jurors, and judges in "court."

EXAMPLE: Dallas, Texas, Independent School District

In this program, called "Trial by Peers," a teacher establishes the court and sits as judge. Student lawyers represent the student plaintiff, gather information about the violation, and argue the case. A verdict is reached by secret ballot.

PROGRAM: Conflict Resolution Team

DESCRIPTION: A conflict resolution team works to lower conflict and provide services during times of crisis or conflict in the school. Teams may be composed of members in the school or outside personnel. The team may provide any number of services including mediation, counseling, fact-finding, and rumor control. Teams may evaluate school climate, listen to concerns of students, parents, and teachers, and conduct workshops in conflict management. As a neutral party to the school's disruption, they can be effective in evaluating, diagnosing and working with problems.

EXAMPLE: Prince Georges County, Maryland

The team is composed of system employees and provides services in four main areas:

1. Conflict prevention and management
2. Third-party observation and mediation
3. Crisis intervention
4. Workshop facilitation.

The conflict resolution team is federally funded under the Emergency School Assistance Act (ESAA) and has been operating since 1972. Among its activities are:

1. Counseling with persons directly involved in the conflict
2. Coordinating activities of in-school and out-of-school resources
3. Making observations of school
4. Listening to concerns of administrators, teachers, students, parents, and others to assist them in establishing priorities for change
5. Assisting with team building at the local level
6. Mediating differences in conferences and group meetings.

PROGRAM: Conflict Resolution Training Programs

DESCRIPTION: Programs train participants in schools and communities, including students, parents, and teachers, in negotiation, problem solving, and conflict resolutions.

EXAMPLE: The Nashville Panel, Nashville, Tennessee

The Nashville Panel, an Emergency School Assistance Act (ESAA) funded project, works with schools and civic and religious groups to introduce peaceful ways of dealing with conflict. The text "Friendly Classroom for a Small Planet," published by the Fellowship of Reconciliation is their source material. Their focus is on communicating, cooperating, and resolving conflict. Teachers are encouraged to create classroom environments that are open, responsive, and nonthreatening. Individual self-worth is stressed.

The Nashville Panel is listed in Background Materials 4.2.1, List of Resources.

PROGRAM: Rumor Control Center

DESCRIPTION: Centers disseminate accurate information about school situations, dispel rumors and calm tensions. Centers may use hotlines with persons answering questions or have taped news briefs. Control centers are operated by school public information offices, volunteer students, or parents.

EXAMPLE: Granda Hills, California

Student members of the Kennedy Communicators at Kennedy High School work to reduce tensions in the school during times of student unrest. They meet with students who intend to be or are actively involved in conflict situations and try to improve communications between students of different ethnic and racial backgrounds. They staff a communications center during periods of unrest which disseminates information to dispel rumors.

EXAMPLE: Seattle, Washington

The Council of Churches operated a 24-hour, 7-days-a-week rumor control center during a period of school integration. They logged innumerable calls and were able to keep rumors at a minimum. The Seattle Public Schools provided them with accurate, up-to-the-minute information.

EXAMPLE: Evanston, Illinois

A well-publicized hotline is available with taped updates of current situations.

EXAMPLE: Ann Arbor, Michigan

The central office of the school maintains a list of parents willing to be contacted for assistance. During a crisis they are given information and encourage other parents to call them for accurate details. A chain reaction is thereby created.

EXAMPLE: Prince Georges County, Maryland

Students run a rumor control desk and keep an accurate list of school suspensions. Students, parents, and others interested in the data contact the center.

EXAMPLE: Montgomery County, Maryland

The central office of the school maintains a list of parents willing to answer phones. During crisis times, the parents are called in.

PROGRAM: School-Community Collaboration

DESCRIPTION: A broadly based group of community members and institutions examine and discuss school issues and problems. Membership might include: police, ministry, industry, racial and ethnic associations, parent groups, youth clubs, YMCAs, and other groups concerned with young people. This model is: a vehicle for schools to report to the community; a forum for the solicitation of responses from community advocates; and an initiator of school-community programs to manage conflict. In practice, this might mean utilizing storefront classrooms and establishing credit for varied experiences inside as well as outside the school.

REFERENCE: See Module 3.3, Student Involvement in School Programs and Processes, for many examples of involvement in credit-bearing learning experiences outside the classroom and school. Also, see Course 7, The Community as a Problem Solving Resource, for program ideas.

EXAMPLE: Dallas, Texas, Independent School District

Task forces are composed of realtors, higher education people, members of the religious community, city council members, PTA members, and members of the business community. One task force surveyed community reactions to the implementation of court-ordered desegregation. Task forces have also made recommendations on discipline, grading, testing, baseline curriculum, and other matters that have been incorporated into the school system's functioning.

EXAMPLE: Tri-Lateral Commission, Boston, Massachusetts

The Tri-Lateral Council for Quality Education, Inc., was founded in 1974 by the Greater Boston Chamber of Commerce, the Boston Schools and the National Alliance of Business. The work of the Council is in three major areas: the Partnership Program which pairs each of Boston's 20 public high schools with a corporation; Occupational Education Committee which holds seminars for teachers in occupational areas; and Project STEP, a career exploration program being implemented in Boston high schools.

Expertise, resources and employee time are donated by the business community which participates in program development and delivery of services to the Boston Public Schools. The Tri-Lateral staff provides this business/education collaborative with technical assistance in the development of programs by interpreting and explaining the needs of the Boston Public Schools in relation to the resources and expertise available in the business community.

Since June 1978, the Tri-Lateral Council has obtained the funds for its programs from the City of Boston, the National Alliance of Business, Corporate Contributions, State Department of Occupational Education and Youthwork, Inc.,/Department of Labor.

PROGRAM: Problem-Solving Teams

DESCRIPTION: Continuous pressure for school change makes it fruitful to institutionalize problem-solving procedures. Students and teachers are trained to work as permanent members of an ongoing team. They learn skills in problem solving, conflict analysis, and group processes in order to inquire into school problems, link up with other groups in the school, design and suggest solutions to problems, and implement these resolutions through confrontation and resolution sessions for various groups.

EXAMPLE: Cambridge Rindge and Latin School, Massachusetts/Fairness Committee

The Fairness Committee has been an integral part of student government at Cambridge Rindge and Latin School, Cambridge, Massachusetts, since 1976. Students and teachers work to resolve conflict by improving school climate. The committee has several functions:

1. It offers a neutral place for anyone to bring their personal concerns without fear of reprisal and with confidentiality guaranteed.
2. It listens to complaints of unfair treatment.
3. It trains students in conflict negotiation, listening, and advocacy skills.
4. It deals with problems of fairness--with students and with the whole school climate (how students and staff feel about the school and its rules).
5. It proposes resolutions to conflicts.
6. It seeks to improve relationships between students, teachers, and administrators.
7. It prepares students to become leaders in their schools.

Unlike standard grievance committees which might label a student or rule right or wrong, this committee focuses on improving relationships between students and teachers and strengthening positive attitudes about the school.

For information about the Cambridge Rindge and Latin School program, or the Fairness Committee Manual, see Resources for Democratic Communities listed in Background Materials 4.2.1, List of Resources.

PROGRAM: Innovative Forms of School Power and Governance

DESCRIPTION: These programs seek to broaden the representation of different interests within the school. There is an underlying assumption that important changes in schools cannot be made without some alteration in the allocation and distribution of power. This requires a combination of training for dual purposes; that is, for self-advocacy and for collaboration with others. When all members of the school participate in shared governance structures which represent their competing interests, the risk of continuing crisis and disorder decreases. Time, energy, and training must be committed to effectively implement these models. One solution is to set aside an hour a day and several additional hours a week for school members to meet in small groups to consider the decisions that must be (or have been) made, transmit feelings of constituent groups, and receive feedback on proposals. It is essential to provide continuing, legitimate, and planned implementation strategies for new structures to succeed in overcoming obstacles such as lack of time, energy, other priorities, and traditional role definitions.

EXAMPLE: Cross-Age and Cross-Status Teams

Students, staff and administrators become communally responsible for management of the school. This replaces old forms of interaction such as one principal and a mass of teachers or one teacher and a mass of students. For cross-age and cross-status collaboration to work, it is necessary that: powerful members (adults) show good faith in the model; and low status persons (students) tread lightly on the vested interests of high status members.

EXAMPLE: Committees

This model employs the extension of the concept of shared power to the creation of committees of students, staff, and administrators to set local curricula, conduct judicial proceedings, and participate in making school policy. For example, a new structure could involve handing major decisionmaking power over to a student-faculty government system with the principal operating as an executive secretary.

EXAMPLE: Representative Bicameral Systems

Students and teachers elect representatives from among their own group to form two legislative or policymaking bodies. An executive or administrative committee implements policies and handles routine day-to-day matters. John Adams High School in Portland, Oregon, has operated with a bicameral governance system. There have been experiments with the system in Seattle, Washington, Public Schools.

EXAMPLE: Unicameral Systems

The formal responsibilities of the principal and his or her staff are assumed by a single body composed of representatives from student, teacher, and administrative groups. The group is either kept relatively small or an executive committee is formed to handle details. Ramapo High School in Spring Valley, New York, has used this approach.

EXAMPLE: Town Meetings

This less formalized approach is one in which all members of the school may participate in face-to-face decisionmaking. This model is especially applicable in situations involving decentralized schools utilizing house plans, schools within schools, and educational parks--all of which tend to reduce the size of the learning unit and provide an opportunity for broadening representation. The Friends Schools, Quaker affiliated, private schools throughout the country, use a form of this system in their daily "friends meetings."

EXAMPLE: Kenai, Alaska

A steering committee of students, faculty and one administrator was formed during the 1973-74 school year to make policy for the school--its curriculum, approach, and general direction. The committee is formed of six students and six faculty, each with one vote, and one administrator with no vote, but veto power and equal discussion rights.

Parliamentary procedure is outlawed in meetings. Instead, the group uses a consensus mode with debate controlled by the "survey" technique. According to the Kenai brochure, the "best decisions are usually made by those who must implement the decisions. If people who must implement decisions are involved in decision making they will be less likely to subvert decisions."

PROGRAM: Inservice for Staff

DESCRIPTION: This model involves the improvement of instructional methods and procedures as well as personal development and peer group support systems. Inservice education that is client-centered, or designed and delivered by and for the learner (teacher, principal, etc.), has been found to be more successful than programs initiated and prepared and conducted by persons in roles other than the learner (university lecturer or central staff directors), or those in authority over the learner (supervisors and evaluators). Possible areas of concern which directly relate to conflict management include dealing with racism and race relations through analysis and improvement of curriculum materials and staff composition and assignments.

EXAMPLE: Teachers Centers Program, U. S. Office of Education

This federally funded program supports teacher-centered staff development projects throughout the country. Write the U. S. Office for details about specific centers, their location, and program. Most centers involve members of all school constituencies, including administrators, specialists, and parents.

U. S. Office of Education is listed in Background Materials 4.2.1, List of Resources.

PROGRAM: Training in Negotiation

DESCRIPTION: The idea here is to help agitative groups, especially those with little power and articulation skills, perform a more rational and effective job of identifying problems, raising issues, working on their resolution, and initiating the school changes implied. Training in the movement from crisis to negotiation, and from negotiation to implementation, might be helpful for administrators too. Many panic at the prospect of disruptive conflict and crisis and often use traditional responses to conflict such as "cool-off" strategies to quell impending disaster.

EXAMPLE: San Francisco, State University

EXAMPLE: Project Stride, Far West Regional Laboratory, San Francisco, California

PROGRAM: Racial Committee

DESCRIPTION: A committee of students, parents, teachers, administrators (any or all of the above groups) meet to discuss racial issues--in the school, in the curriculum, in the society-at-large. Members discuss differences among groups, and ways these can be re-defined and changed.

EXAMPLE: The Youth Panel
Youth Organized United and Involved, National Conference of Christians and Jews

The basic idea behind Youth Organized United and Involved is this: Blacks, Whites, Chicanos, American Indians, Asians, Jews, Christians, Muslims--all youth--can and must come together to learn about each other not only by talking together, but by acting together in service to the community as a whole.

The Youth Panel (The NCCJ Panel of Americans) is a student involvement program developed by Y.O.U. and I. The panel is a forum for five students of different ethnic and racial backgrounds to discover and discuss their cultural and religious backgrounds, and to explore those of others. The panel gives creative presentations about pressing issues of interracial and interreligious tension.

Sample topics for panels suggested by the Youth Panel include:

1. Representatives of two schools--one urban and one suburban--form the panel. The panel gives presentations at both schools or in groups which are made up of students from both schools at one time.

2. A panel presentation to focus on the subject, "Did 'Roots' change inter-racial attitudes in America in any permanent way?"

3. A panel made up of a Jew, a Moslem, and a Christian to discuss their religious heritages, or proposed solutions to the conflict in the Mideast.

For a complete description of the panel idea, please write to the NCCJ Panel of Americans, listed in Background Materials 4.2.1, List of Resources.

Course 4 - Interpersonal Relations

Module 4.2 - Conflict Management Strategies and Programs

Worksheet I-D 4.2.3

Participant Worksheet

Assessing Models and Programs to Manage Conflict

Directions: Please read assigned sample programs and models. For each one, ask yourself the following--

1. What is the purpose?

2. What is the value of such a program?

3. How does it contribute to equalizing power among all members of the school community?

4. What are some of the changes it might bring about in school climate? structure? interpersonal relationships?

5. How might a student react to it? a parent? a corrections officer?

6. Discuss similar programs you are familiar with.

Course 4 - Interpersonal Relations

Module 4.2 - Conflict Management Strategies and Programs

Background I-D 4.2.1

Background Materials

List of Resources

American Arbitration Association
1730 Rhode Island Avenue, N.W.
Washington, DC

American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209

American Civil Liberties Association
Washington National Office
410 1st Street, S.E.
Washington, DC 20002

Center for Community Justice
918 16th Street, Suite 503
Washington, DC

Community Relations Service
U.S. Department of Justice
Washington, DC 20036
Regional Offices as listed below:

NEW ENGLAND
Room 1920
100 Summer Street
Boston, MA 02110

NORTHEAST
Room 3402
26 Federal Plaza
New York, NY 10007

MID-ATLANTIC
Room 309
2nd and Chestnut Streets
Philadelphia, PA 19106

SOUTHEAST
Room 900
75 Piedmont Avenue, N.E.
Atlanta, GA 30303

MIDWEST
Room 1113
175 West Jackson Boulevard
Chicago, IL 60603

SOUTHWEST
Room 13B-35
1100 Commerce Street
Dallas, TX 75242

CENTRAL
Room 2411
911 Walnut Street
Kansas City, MO 64106

ROCKY MOUNTAIN
4th Floor
1531 Stout Street
Denver, CO 80202

WESTERN
Room 703
100 Mission Street
San Francisco, CA 94105

NORTHWEST
Room 1898
915 Second Avenue
Seattle, WA 98174

Conflict Magazine
Institute for Mediation and Conflict Resolution
49 East 68th Street
New York, NY 10021

The Council of the Great City Schools
1707 H Street, N.W.
Washington, DC 20006

Fellowship of Reconciliation
Box 271
Nyack, NY 10960

Law Enforcement Assistance Administration
U.S. Department of Justice
633 Indiana Avenue, N.W.
Washington, DC 20004

League of Women Voters
Human Resources Department
1730 M Street, N.W.
Washington, DC 20036
(National Office can refer you to
appropriate state and local leagues)

The Nashville Panel
1701 21st Avenue, South
Nashville, TN 37212

National Association of School Security Directors
2538 South Ervay Street
Dallas, TX 75215

National Conference of Christians and Jews, Inc.
43 West 57th Street
New York, NY 10019

National Education Association
1201 Sixteenth Street, N.W.
Washington, DC 20036

National Institute of Education
Educational Resource Information Center
1200 Nineteenth Street, N.W.
Washington, DC 20208

National School Boards Association
1055 Thomas Jefferson Street, N.W.
Washington, DC 20007

Panel of Americans
National Conference of Christians and Jews
43 West 57th Street
New York, NY 10019
Attn: Ms. Gladys Harburger, Director

Peer Culture Development, Inc.
2100 Eighteenth Avenue
Suite Five
Rock Island, IL 61201
Attn: Mr. Don Jones, Director

Resources for Democratic Communities
P. O. Box 415
Harvard Square
Cambridge, MA 02138

School Programs
Effectiveness Training, Inc.
531 Stevens Avenue
Solana Beach, CA 92075

State Departments of Education Offices:
- Bilingual Education
- Discrimination
- Special Education
- Student Advisory Councils

The Student Ombudsman Program
National Conference of Christians and Jews
1331 Enquirer Building
Cincinnati, OH 45202

Teachers Centers Program
U. S. Office of Education
1832 M Street, N. W.
Washington, DC 20036

Tri-Lateral Council for Quality Education, Inc.
125 High Street
Boston, MA 02110

Course 4 - Interpersonal Relations

Module 4.2 - Conflict Management Strategies and Programs

Background I-D 4.2.2

Background Materials

Sample Student Grievance Form
for
Procedures for Student Involvement, Rights, and Responsibilities
(From: Prince Georges County Public Schools, Upper Marlboro, Maryland)

LOCAL SCHOOL _____
(Name of School)

SECTION I: TO BE COMPLETED BY STUDENT WITH THE GRIEVANCE

Name _____

Grade _____

Date Submitted to Student Government Association

_____

Statement of Grievance (Refer to specific section of the Student Bill of Rights and Responsibilities)

How was this section of the document allegedly violated?

In what way(s) did you meet the responsibilities that are applicable to this section of the document?

What informal steps did you take to try to resolve the grievance with concerned parties through discussion?

What action would you like to see taken?

SECTION II: TO BE COMPLETED BY THE STUDENT GOVERNMENT ASSOCIATION

Date formal grievance was received_____

Date formal grievance was submitted to principal_____

TO BE COMPLETED BY THE STUDENT GRIEVANCE COMMITTEE

Steps taken by the student grievance committee to resolve the grievance. (List dates of meetings, parties involved in each meeting, and summary results of each session.)

Action the student grievance committee recommends that the principal takes:

TO BE COMPLETED BY THE PRINCIPAL

Date of final decision made by principal _____

Final Decision and Reasons

Date decision was communicated by the principal to grievant_____

TO BE COMPLETED BY THE STUDENT GOVERNMENT ASSOCIATION

The decision was acceptable to the grievant and the principal

Yes_____

No_____

The grievance will be filed through formal central office channels:

Yes_____

No_____

Note: The form is to be retained on file with the Student Government Association.

Course 4 - Interpersonal Relations

Module 4.2 - Conflict Management Strategies and Programs

Background I-D 4.2.3

Background Materials

Student Grievance Form

(From: Albert L. Place Junior High School, Denver, Colorado)

STUDENT GRIEVANCE FORM

A grievance is defined as a complaint in writing presented by a student to the school staff/authorities alleging one or more of the following:

A. That a rule is unfair; and/or
B. That a rule in practice discriminates against or between students; and/or
C. That school personnel used an unfair procedure in assessing a form of punishment against a student.

COMPLAINT

Check One Blank Date_____

Counselor, Level 1_____

Assistant Principal, Level 2_____

Principal, Level 3_____

I_____, hereby file a grievance complaint to
Student's name(s)

_____

My grievance is based on A_____ B_____ C_____ above. (More than one blank may be checked).

Specifically, my grievance is that _____

_____

_____

I hereby petition for a hearing on my grievance at the convenience of the school's personnel, but in no event later than five school days from the date of this petition.

_____
Student's signature(s)

The student may be represented at the conference by an adult, but the student must be present to elaborate on his grievance at the given time and place of the conference. Failure to appear at the appointed time and place effectively waives the student's right to the conference provided by the school, unless extenuating circumstances make it impossible for the student to appear.

SCHOOL'S RECORD

Date Received _____ Date of Conference_____

Place of Conference _____ Time of Conference_____

Comments: _____

_____

Resolution: _____

_____
Signature of school representative

Course 4 - Interpersonal Relations

Module 4.2 - Conflict Management Strategies and Programs

Background I-D 4.2.4

Background Materials

Games on Conflict

Ed Plan

A simulation game about the economics and politics of school system planning for grades 10 through college. Using 29-36 players, students plan improvement of a fictional school district. Abt Associates, 55 Wheeler Street, Cambridge, Massachusetts 02138, $35.00.

Simpolis

A simulation game in citizenship skills for grades 7 through 12. Students represent specific political personalities and population groups with various ethnic, class, and voting characteristics. The pressure comes from the upcoming mayoralty election which climaxes the game. Twenty-three to fifty students in the fictional city of Simpolis must seek solutions to the pressing problems of civil rights, street crime, education, housing, pollution, poverty, and transportation. Abt Associates, Games Central, 55 Wheeler Street, Cambridge, Massachusetts 02138, $35.00.

Managing School Conflict

This role-playing simulation includes a teacher's guide with instructions and a discussion of the origin and purposes of the school governance and complaint committee as well as black-line masters for duplication of Case Study Data Sheets and other materials. Developed by Todd Clark and Mary Furlong for the Constitutional Rights Foundation, 1978, and published by Zenger Productions, Inc., Gateway Station 802, Culver City, California 90230.

Resources/ Bibliography

Course 4 - Interpersonal Relations

Module 4.2 - Conflict Management Strategies and Programs

Conflict Management

A Compilation of Federal Education Laws. Updated periodically. Available free from: Office of the Assistant Commissioner for Legislation, U.S. Department of Health, Education and Welfare, Office of Education, Room 4131, 400 Maryland Avenue, S.W., Washington, DC 20202.

Alternative Strategies (for the Prevention and Reduction of Disruptive Behavior in Secondary Schools), Vol. II, No. 3, September 1978. Available from: Dallas Independent School District, 3700 Ross Avenue, Dallas, TX 75204.

Ayers, George E. and Bronaugh, Juanita. Conflict Management: Human Relations Training Guide. Racine Unified School District: Racine, Wisconsin, July 1976. Available through: ERIC, ED 129 956, UD 016 498.

DeCecco, John, and Liljestrand, Petra. "Conflict Negotiation and Civic Education." Department of Psychology, San Francisco State University, San Francisco, CA.

Filley, Alan C. Interpersonal Conflict Resolution. Glenview, Ill.: Scott, Foresman and Company, 1975.

Fish, Kenneth L. Conflict and Dissent in the High School. New York: Bruce Publishing Co., 1970.

Flemer, Don, and Harrod, Chid. The Student Ombuds Program. Order from: National Conference of Christians and Jews, 1331 Enquirer Building, Cincinnati, OH 45202.

Friendly Classroom for a Small Planet, Fellowship of Reconciliation, Box 271, Nyack, New York 10960.

Kaye, Phyllis E. "Resolving Conflict through Mediation," in New Teaching, New Learning--Current Issues in Higher Education 1971, J. Kerrey Smith, ed., American Association for Higher Education, 1971.

King, David C. Global Perspectives: A Humanistic Influence on the Curriculum: Conflict, Number 2 in a Series of K-12 guides, Part C, 7, 9 Part D, 10-12, Center for Global Perspectives. Report made available through ERIC reports/ U.S. Department of Health, Education and Welfare, National Institute of Education.

Lincoln, William F. Mediation: A Transferable Process for the Prevention and Resolution of Racial Conflict in Public Secondary Schools. A partial case study with analysis, June 1976. Made available through ERIC Reports, U.S. Department of Health, Education and Welfare, Education Resources Information Center.

Main, Allen C. and Boark, Albert E. "A Consensus Method to Reduce Conflict," Personnel Guidance Journal, 53:10, 1975, 734-759.

Ombudsmanship: A Beginning Course for High School Students in the Knowledge and Skills of the Ombudsman. Prepared by: Cincinnati Public Schools Instructional Services Branch. Order from: Department of Curriculum and Instruction, Cincinnati Publis Schools, 230 East Ninth Street, Cincinnati, OH 45202. Curriculum Bulletin #17.

National Association of Secondary School Principals Bulletin, Managing Schools with Minimum Stress, Vol. 62, No. 415, February 1978.

Palomares, Uraldo, and Logan, Ben. A Curriculum on Conflict Management. LaMesa, Calif.: Human Development Training Institute, 7574 University Avenue, 1975.

Pearson, Craig. Resolving Classroom Conflict. Palo Alto, Calif.: Learning Handbooks, 1974.

Pondy, Louis R. "Organizational Conflict: Concepts and Models" in Administrative Science Quarterly 12, No. 2 (September 1967), pp. 297-319.

The Rights of Students: The Basic ACLU Guide to a Student's Rights. Alan Levine. New York: Avon Books, 1973, 95¢. Excellent coverage of the subject and very clear writing. Deals with rights of students nationally.

School Disruptions: Tips for Educators and Police, Findings of a conference sponsored by Community Relations Service, U.S. Department of Justice, Law Enforcement Assistance Administration, U.S. Department of Justice, National Institute of Education, U.S. Department of Health, Education and Welfare.

Solutions to Conflict and Violence in the Schools: The Yerba Buena Plan. Yerba Buena High School, East Side Union High School District, San Jose, California.

Stepsis, Joan. "Conflict Resolution Strategies." A lecturette from 1974 Annual Handbook for Group Facilitators. Jones and Pfeiffer, eds. California: University Associates.

Student Court in Your School. American Friends Service Committee, Student Rights and Responsibilities Project, Salem Avenue, Dayton, OH 45406.

Student and Youth Organizing. Written by and for students. The definitive book on how to take action to change your school. Available for $1.50 from Youth Liberation, 2007 Washtenaw Avenue, Ann Arbor, MI 48104.

Thomas, Kenneth W., and Killman, Ralph H. Thomas-Killman Conflict Mode Instrument. Xicom Corporation, Inc., 1974.

Young People and the Law, Youth Liberation, 2007 Washtenaw Avenue, Ann Arbor, Michigan.

Course 4 - Interpersonal Relations

Module 4.3 - Gangs (Advanced Session)

Module Synopsis

Purpose

This module is designed to help participants better understand the scope of any gang problem within schools and be able to place these problems in a structured framework. Through discussion with the trainer, participants will share experience, gain knowledge of containment strategies or interventions that have worked.

Objectives

Participants will be able to--

1. Explain the psychology of gang membership
2. Describe how gangs in their setting differentiate duties by sex
3. Describe how gang members may be identified
4. Describe a multi-pronged approach to gang containment and early intervention involving community agencies (police, outreach workers, and others).

Target Audiences/Breakouts

This unit is at an advanced operational level. It presumes participants and trainer have had some experience with gang problems and interventions.

Course 4 - Interpersonal Relations

Module 4.3 - Gangs (Advanced Session)

Module Synopsis (continued)

Media/Equipment

16mm film
Projector

Materials

Audio-Visual Materials

4.3.1 "Youth Terror: The Face Behind the Gun"

Course 4 - Interpersonal Relations

Module 4.3 - Gangs (Advanced Session)

Total Time 1½ - 2 hours

Course Agenda by Module

Module Summary

This advanced seminar looks at the power structure, psychology, operational modality, and changing character of gangs. Approaches, to containment and early intervention are also discussed. Specific emphasis should be determined for each session based on participant interests and needs.

Activity/Content Summary	Time
(NOTE: The exact structure of this module is flexible. The following is an outline for the presentation.)	
1. Film and Discussion: "Youth Terror: The Face Behind the Gun"	1 hour
A. Participants View Film	
B. Discussion of Film	
2. Gang Psychology and Operational Modality	
A. Findings Concerning Gang Psychology	
B. Summary Description of Gangs	
3. Recent Changes in the Nature and Dimension of Gangs	
A. Dispersion and Expansion of Gang Activity	
B. Use of More Serious Weapons	
C. Increased Amount and Degree of Violence	
D. Increase in Amount of Organized Criminal Activity	
E. Increased Politicization	

Activity/Content Summary	Time
4. Dealing With Gangs At Schools: Who Can Help	
A. The First Step--School Identification of Group and Their Objectives	
B. Use of Community Groups to Identify Gangs, Gang Members and Leaders	
C. Use of Gang Workers to Counsel Gang Members	
D. Use of School Staff	
5. Intervention/Containment Strategies	
A. Enlisting Cooperation of Multiple Agencies	
B. Recognizing the Limitations on Schools Ability to Act	
6. School-based Approaches to Help Curtail Gang Activities	
A. Regulations to Lower Visibility on Campus	
B. Steps to Prevent Staking-Out of Turf	
C. Early Intervention: The Key to Containment	
D. Controls on Illegal Activity	

Materials/Equipment | **Sequence/Activity Description**

(NOTE: The following is a presentation outline rather than a literal script. It is designed to allow for trainer flexibility in presentation. Talk with group about your own experiences with gangs. Use this outline and the points in it as suggestions for take-off points of interest to your audience. Allow participants a chance to offer their comments and suggestions throughout. Encourage participants to present specific details on strategies that have worked and lessons learned so others may replicate them.)

1. Film and Discussion: "Youth Terror: The Face Behind the Gun" (1 hour)

   A. Participants View Film

   B. Discussion of Film

   (NOTE: The film should provide a trigger to allow participants to discuss their experience with gangs. Trainer should pick up on points the participants raise. Additional points for discussion are suggested below.)

2. Gang Psychology and Operational Modality

   A. Findings Concerning Gang Psychology

   - It is important that school personnel realize the immense impact that the psychology of the gang, and its role in an individual gang member's life, can have.
   - Working with gangs through a sensitivity approach has usually been found not to be helpful.

Materials/ Equipment	Sequence/Activity Description

- Gang members generally are alienated from the larger society. The gang provides them with a source of identification, a source of personal power (a great attraction to the students who feel powerless), great excitement (often in a boring life), and friends and community who care about them.

- Often a person's spot in a gang is reserved for him by his older brother, and possibly gang membership has been a part of the family culture for several generations.

- Initiation into a gang usually involves a willingness of the part of the initiate to pledge allegiance to the gang. The bonds that are thus formed are those of brotherhood, loyalty and silence.

- Most gangs operate based on a sense of territorial rivalry. They see insults or put downs as something to be avenged to save them personal honor. Of course, this depends to some degree on the culture. For example, if through intonation there is a sign of personal fear or if someone is called a punk, not bright or retard, this must be avenged.

(NOTE: Teachers who wish to discipline a student should do this in private with the student, so the student does not lose face. Then the student may not have to avenge his honor, or that of his associates. If something is said to a student in front of others, then he must avenge the insult. Often, this vengeance takes the form of physical attack or damage to personal property.)

B. <u>Summary Description of Gangs</u>

- Sex differentiated and sexist

- Racially differentiated; few integrated gangs.

- Territorial

Materials/ Equipment	Sequence/Activity Description

- o Benevolent to themselves
- o Multiple ages represented (11-23 year olds)
- o Violent
- o Ritualistic--the vendetta is very real concept
- o Types of gangs may range from loose associations of people in a club, such as an automobile club or motorcycle club, to a gang with connections to the political underworld. Many of the more dangerous gangs deal in drugs, but often their members do not use drugs.
- o Many gangs have their counterparts in the form of a girl's gang. Girls in a gang are expected to date the boys in their respective gang and often to perform sexually for at least one of the gang members. The girls are expected, depending on the type of gang, to shoplift, carry weapons, or deal with drugs.

3. Recent Changes in the Nature and Dimension of Gangs

A. Dispersion and Expansion of Gang Activity

- o Once structurely neighborhood gangs have spread throughout the city, this allows neighborhood gangs to get a wider power base and grow.

B. Use of Serious Weapons

- o Guns and semi-automatic weapons are common among gang members.
- o Members of all ages are likely to carry guns. Some of the older gang members consider the 11 and 12-year olds toting guns as frightening even to them.

(NOTE: In response to the weapon phenomenon, the Chicago Public School System employs armed security staff at the entrance of each high school to check the identity card of each student and search for weapons. This staff member is expert in identifying concealed weapons, including leadpipes, guns, or knives.)

Materials/ Equipment	Sequence/Activity Description

C. Increased Amount and Degree of Violence

- o Many psychologists report seeing a growing sense of anomie where there are no moral barriers to any act.

D. Increase in Amount of Organized Criminal Activity

- o The power base of some youth gangs is in larger organizations such as Tongs, and the so-called Mexican Mafia, etc.

E. Increased Politicization

- o Gangs have become more savvy about getting involved in politics. Gang members in Chicago have run for and won political office in at least one area. Many gangs now pool their funds to buy legal help or buy bail bonds.

4. Dealing With Gangs in School: Who Can Help

A. The First Step--School Identification of Gangs and Their Objectives

- o Note early warning signals of gang activity: one of the early signs of gangs is noticeable through the type of graffiti scrawled throughout the school or neighborhood. There are some graffiti experts who can tell what is occurring in a school by analyzing the graffiti found there.

- o Sometimes, quickly covering over any graffiti is a way to diminish the force of a gang because it obliterates their message and their sense of territorial control over the place where their message is found.

B. Use of Community Groups to Identify Gangs, Gang Members, and Leaders

- o Police gang units

- o Police intelligence units

- o Gang workers

- o Community aides

- It is crucial that the school security staff have a strong handle on this so they can cooperate with these other groups. For example, in one school a Samoan chief is now a school security aide and helps cool tensions with a Samoan gang in Seattle.

C. Use of Gang Workers to Counsel Gang Members

- Gang workers operate between the gangs and the legitimate authorities.
- There are gang outreach workers employed through the youth serving agencies who operate within schools.
- These gang workers establish rapport with students: find out about potential problems; alert school authorities; cool tensions; provide alternative recreational outlets for gang members; counsel gang members about problems, including alcohol and drug abuse.

D. Use of School Staff

- In Seattle, Washington, members of various ethnic faculty are used in this role; the Black Education Association and the Asian Coalition for Education help with gang problems.

5. Intervention/Containment Strategies

A. Enlisting Cooperation of Multiple Agencies

All schools with gang problems or potential gang problems stressed the necessity for early and continuing contact between the schools and local police and other agencies concerned with the problem. Key groups to involve include:

- School security staff--School security staff can coordinate much of the activity when crisis appears imminent. This may require a police radio and giving police a school radio so quick contact may be made. This may also require a written agreement with the police department on when and how their services will be used in the schools.

Materials/ Equipment	Sequence/Activity Description

- The police youth division, gang division, and intelligence division--Police generally keep a close tab on who the gang leaders are and know when they are recruiting. This is useful knowledge so school security may be strengthened during difficult times.

- The courts--In Reno, Nevada, monthly meetings are held with the district attorney, juvenile court judges and school security staff on mutual problems. Similar monthly meetings occur in San Diego. Here the local police department, probation and parole officers, sheriff's department and school security office all work together. Topics for meetings include who is getting out of prison and who is recruiting. The school security director in Reno credits this group, which began over seven years ago, with holding down the level of gang violence in the school by cutting down the power of the gang to operate.

- Conflict resolution service of the U.S. Department of Justice--This is a regional service (in 10 regions) and is available free to schools requesting help.

B. Recognizing the Limitations on Schools' Ability to Act

- The gang brother - or sister-hood is an extremely powerful force. The self-image of most gang members is not negative. On the contrary, the gang is providing a great deal of support and socialization. The gang is family, friends, acceptance, and goal-setter.

- Attempts to break down this support structure will be resisted. Recidivism among those "reached" is high.

- Without a serious investment in time, money, and training, the ability of the school - or any agency - to eliminate gang activities is extremely limited. Containment through early intervention may be the best that can be expected.

Materials/ Equipment	Sequence/Activity Description

6. School-based Approaches to Help Curtail Gang Activities

A. Regulation to Lower Visibility on Campus

- One of the most fundamental rules is that no gang insignias or colors are allowed within the school. Members with gang jackets may sling them over their shoulders instead of wearing them. If they were worn they might be challenged by rival groups.
- Gang graffiti should be removed at once and strict sanctions be imposed on those caught.

B. Steps to Prevent Staking-out of Turf:

- Reno, Nevada school security staff suggest that when schools see a gang beginning to stake out an area for themselves immediate action should be taken. Once gang members begin to feel they have a right to an area, it is far more difficult to dislodge them. Failure to dislodge them leads to extortion for other people to walk through their turf.
- Other gangs operate outside the school building itself--the school playground, the parking lot, or a store across from school. Patrols and cooperative efforts between school and police security officers may prevent early formation of turf territories for a gang.
- One of the main problems in schools deal with violence in bathrooms. Often this is where extortion demands are made by gang members. Some schools with incipient gang problems have worked out a plan of bathroom supervision.
- Some gangs stake out certain events. Often the same event will trigger an incident year after year. While it may be impossible to prevent, careful deployment of security staff and local police may keep the level of violence down.

- There are also certain times that gang violence is likely to be higher. Much of the gang violence may occur on a Monday, for example, to resolve problems that occurred over the weekend. Preparedness can help minimize seriousness.

C. Early Intervention: The Key to Containment

- The reaction of Houston, Texas, if typical of many school systems. Houston claims, "We don't have gang problems because we get involved and break them up before they start. As soon as we identify the potential gang, we react to the leaders. We call them in and talk to them and we apply the pressure so they can't function," said Les Burton, Director of School Security in Houston. "We explain to the gang leaders that their activity is against state law and policy and that they will be watched. If we hear rumors about them operating, we apply pressure and tell them that we mean business and we stick with it," he added.

  Sometimes this may involve changing students' classes so ringleaders are not in classes with other potential gang members. If necessary, the schools of gang members are changed.

- The establishment of new gangs in a school poses a particular problem since to become established they have to "prove" themselves, often through violent acts. It is thus particularly important to intervent quickly and forcefully.

D. Controls on Illegal Activity

Illegal activity tolerated breeds more gang inroads. Schools that have a better hand on the gang problem tend to:

- Report all drug violations to the police
- Report all extortion attempts to the police
- Not tolerate gambling in the schools.

Course 4 - Interpersonal Relations

Module 4.4 - Victimology

Module Synopsis

Purpose

Most efforts to reduce school crime focus on the offenses and offenders. This module focuses instead on victims, their key characteristics, the types of victimization, and the needs of victims. Steps that can be taken individually and collectively to break the vicious circle of victimization and reduce the disabling consequences that follow victimization are explored.

Objectives

Participants will be able to—

1. Identify four major characteristics of school victims
2. Distinguish among three broad types of victimization that occur in school, according to the offenses involved and their possible consequences for victims
3. Describe the vicious circle of victimization and how it operates
4. List five broad types of crisis needs victims may have
5. Specify at least two different approaches for influencing each of the victim characteristics identified above, and explain them.

Target Audiences/Breakouts

The broad overview presented in this optional core module will be of greatest usefulness to those in positions to influence both formally and informally school policy efforts to reduce victimization and help treat the victims. A survey of possible approaches is provided so participants can assess the needs of school victims and identify appropriate resources to meet them.

Module Synopsis (continued)

Course 4 - Interpersonal Relations

Module 4.4 - Victimology

Media/Equipment

Overhead projector
Screen
Pens/pencils

Materials

Worksheets

4.4.1	Victim Profiles
4.4.2	Identification of Victim Needs and Resources

Transparencies

4.4.1	National Student Victim Profile
4.4.2	National Teacher Victim Profiles
4.4.3	National School Victim Profile
4.4.4	Crisis Needs of School Victims
4.4.5	Training for Noncrisis Needs
4.4.6	More Help for Noncrisis Needs
4.4.7	Post-Crisis Counseling for School Victims
4.4.8	Meeting Needs of School Victims

National Student Victim Profile

Student victims can be characterized by—

- *Academic achievement:* Below grade level in reading and math
- *Age:* Either among the youngest or above the usual age for their grade
- *Noninvolvement:* "Loners" who feel alienated
- *Minority status:* Members of groups that are minorities in their schools

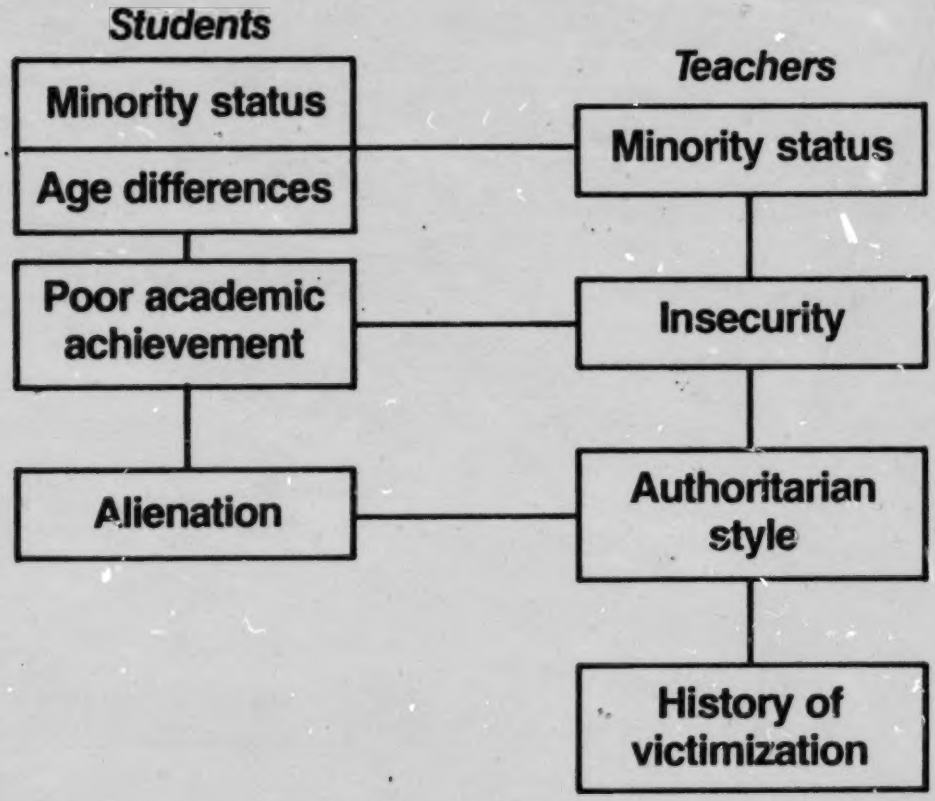
National Teacher Victim Profile

Teacher victims can be characterized by—

- Minority status
- Authoritarian disciplinary style
- Personal or professional insecurity
- History of victimization

National School Victim Profile

Victims can be characterized by—



Possible Critical Needs of School Victims

School victims may need:

- medical treatment
- emotional support
- financial help
- legal-type assistance.

Training for Non-Crisis Needs

More enduring or pervasive victims needs may be reduced by:

- assertiveness training;
- youth effectiveness training;
- teacher effectiveness training;
- values clarification;
- stress training.

More Help for Non-Crisis Needs

Victims' self-confidence and involvement can be improved by:

- increasing job competency or academic achievement;
- participation in the buddy system;
- getting to know people as individuals.

Counseling for School Victims

Victims of school violence may benefit from counseling:

- by professionals in the community setting;
- by professionals in the school setting;
- by trained peers in the community or in the school.

Meeting Needs of School Victims

Efforts to meet the needs of victims can involve:

- both short and long term efforts;
- changes in school policy and program;
- individuals working with other individuals;
- the school and community working together.

Course 4 - Interpersonal Relations

Module 4.4 - Victimology

Total Time 2 hours

Course Agenda by Module

Module Summary

This module looks at the victims of offenses--their typical characteristics and problems. It also suggests steps that can be taken to break the pattern of victimization for students and teachers.

Activity/Content Summary	Time
1. Introduction This module's purpose is to provide an overview of some of the key aspects of victimology.	2 min.
2. Group Activity With Worksheet: Victim Profiles Participants work individually to complete profiles of student and teacher victims in their schools.	10 min.
3. Minilecture Using Transparencies: Characteristics of Student and Teacher Victims Trainer points out why individually prepared profiles may differ and presents victim profiles from the NIE study, "Violent Schools--Safe Schools." Categories of student and teacher victim characteristics are shown. Basic similarities between teacher and student characteristics are presented. A. Differences in Profiles B. National Student Victim Profile C. National Teacher Victim Profile D. Comparison of National Student and Teacher Victim Profiles	15 min.
4. Minilecture Using Transparencies: School Victims--Their Problems and Needs Trainer reviews victimization in schools according to the probable intensity of impact on victims. Types of victimization and the experience of being victimized are considered. The circular relationship is pointed out between the characteristics of victims that set individuals up for victimization and their further reinforcement by each victimization.	15 min.

Activity/Content Summary	Time
A. Types of Victimization B. The Problems of Victims	
BREAK	
5. Minilecture Using Transparencies: Devictimizing Victims In order to give participants a checklist of key points to help victims, crisis needs, noncrisis needs, and post-crisis needs are presented. A. Introduction B. Meeting Immediate or Crisis Needs After Victimization C. Meeting Noncrisis Needs of Victims D. Meeting Counseling Needs of Victims	30 min.
6. Small and Large Group Activity Using Transparency and Worksheet: How To Meet the Needs of Victims Participants use a worksheet to help identify needs and resources for victims. A. Introduction B. Identifying Needs of Victims	30 min.
7. Wrap-Up	5 min.

Materials/Equipment	Sequence/Activity Description
	1. Introduction (2 min.) Trainer should make the following points: o Schools, like most of society, focus mainly on offenses and offenders. Little attention has been paid to victims or the experience of victimization. o This module aims to provide an overview of some of the key aspects of victimology--the study of victims--which in the past few decades has come into its own. Current research on this topic appears in a separate scholarly journal as well as in many other publications. o Among the topics we are going to consider are-- (1) Characteristics of persons who become victims (2) Strategies for preventing victimization (3) Impacts of being victimized. o Prevention to help students and teachers avoid being victims and help if they are victims should be a critical part of a school's plan to reduce violence.
Worksheet 4.4.1	2. Group Activity With Worksheet: Victim Profiles (10 min.) Trainer should give the following directions: o Turn to Worksheet 4.4.1, Victim Profiles, in your Participant Guide. o Complete the Victim Profile individually. o Use it to describe student and teacher victims in the schools you know best. o You have 10 minutes.

Materials/ Equipment	Sequence/Activity Description

3. Minilecture Using Transparencies: Characteristics of Student and Teacher Victims (15 min.)

A. Differences in Profiles

Trainer should make the following points:

- o We are going to look at some national profiles of victims that are part of the National Institute of Education report, Violent Schools--Safe Schools. These profiles summarize statistics gathered from a very large sample of schools, teachers, and students.
- o As we do, keep your own description in mind. Because each school is different, and because we all remember selectively, your profiles may seem to be different from the national profiles.
- o However, let's see if we can find some characteristics in common.

B. National Student Victim Profile

Transparency 4.4.1

Show Transparency 4.4.1 and make the points below.

National Student Victim Profile

Student victims can be characterized by—

- *Academic achievement:* Below grade level in reading and math
- *Age:* Either among the youngest or above the usual age for their grade
- *Noninvolvement:* "Loners" who feel alienated
- *Minority status:* Members of groups that are minorities in their schools

- o Student victims tend to be outside the main stream in several ways:

Materials/ Equipment	Sequence/Activity Description

(1) They lack the strength and security of being part of a larger group. They have few friends.

(2) They are easy to identify by race or ethnic group, age, size, handicapping conditions, language.

(3) They have a record of failures academically, in sports, and socially.

(4) They appear to be alone and different in highly visible ways from the majority.

- o "Different" students have, unfortunately, always been the victims of meanness and nastiness. Today the meanness and nastiness is often exhibited in stronger ways.

C. National Teacher Victim Profile

Transparency 4.4.2

Show Transparency 4.4.2 and make the points below:

National Teacher Victim Profile

Teacher victims can be characterized by—

- **Minority status**
- **Authoritarian disciplinary style**
- **Personal or professional insecurity**
- **History of victimization**

- o Like student victims, teacher victims tend to be "different."
- o Teachers who interact with students in an elitist way not only set up an adversary relationship with students, they also set themselves "apart" from students.
- o Cultural differences may also set a teacher apart from students. For example, a soft-spoken teacher may need to

Materials/ Equipment	Sequence/Activity Description

learn how to project his or her voice in order to gain the attention of more outspoken students.

- Insecurity about subject matter is one way teachers weaken their positions and become more vulnerable. Poor classroom management also makes a teacher vulnerable. Students sense such insecurities immediately.

- Particularly if the teacher is in the minority group of the school, has an authoritarian disciplinary style, and is personally or professionally insecure, he or she will be victimized again and again.

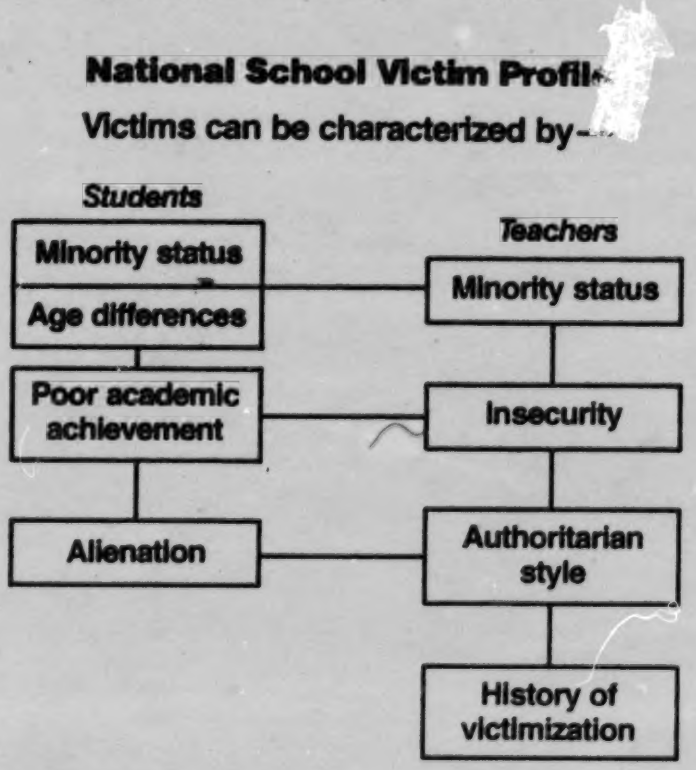
- This history of victimization is particularly important when you analyze your schools because victims can be helped. They do not have to remain victims, or be subjected to repeated attacks.

  If you look only at offenses and offenders, this crucial link will be missed--or simply explained away as a run of tough breaks.

D. Comparison of National Student and Teacher Victim Profiles

Transparency 4.4.3

Show Transparency 4.4.3 and make the points below:



Materials/ Equipment	Sequence/Activity Description

- The parallels are clear:
  - Both teacher and student victims belong to groups that tend to be "different": racial/ethnic minorities in their schools and, for students, physically or mentally handicapped or different in age from their peers.
  - Poor academic achievement and insecurity are closely related. Both teachers who are unsure of their subject matter or unable to control their classes, and students who are unable to keep up academically, feel insecure.
  - An alienated student and an authoritarian teacher, who sets himself or herself apart, are both "loners," uneasy in their environment.
  - Both teacher and student victims tend to have few friends in the school. They both believe they have no one or no where to go to for help.
- Victims of school violence exhibit certain fundamental characteristics.
- Being aware of these characteristics means that we can pay particular attention to them as we consider changes in the school environment, such as:
  (1) Providing special instruction for those students in academic difficulty
  (2) Giving each student an opportunity to succeed in something--whether it be in progressing from a low level to one just a bit higher or in doing a task such as watering the plants so they don't wilt
  (3) Providing firm, fair, and consistent discipline in the classrooms and throughout the school
  (4) By getting the cooperation of faculty and administrators to reach these goals
  (5) By providing special help to those teachers having classroom management problems, but without affecting their job security
  (6) By treating each teacher and student with respect, by requesting rather than demanding, by smiling or warmly acknowledging their presence

(7) By coordinating discipline so teachers do not feel isolated in the standards they set or in the responses they can expect from their administrators concerning discipline problems

(8) By allowing faculty a voice in setting school policies and rules.

4. Minilecture Using Transparencies: School Victims--Their Problems and Needs (15 min.)

A. Types of Victimization

Trainer should ask participants to provide examples of types of victimization.

o Types of victimization include--

(1) Theft of property--Although it may cause mental anquish or privation, this is the least destructive type of victimization because there is no direct confrontation between offender and victim. Personal fear and injury are not involved. However, people do feel uneasy over any loss.

(2) Robbery and extortion of goods or money--Because the offender confronts the victim and uses force or threats for intimidation, this type of offense is often more troubling.

- Being threatened by someone who has (or says he or she has) a dangerous weapon is frightening.
- If a weapon or force is used, the victim may be seriously and/or painfully injured.
- Victims may be provoked to arm themselves in an escalation of violence.
- As with theft of property, the valuables surrendered may cause hardship for the victim, both material and sentimental.

(3) Personal attack--Whether physical or verbal, this type of victimization may produce the deepest scars.

- A verbal attack is primarily aimed at the victim's self-concept and emotional vitality, although it may include threats of physical harm.

- The individual, rather than his or her property, is the target.

- A physical attack can cause both serious physical injuries and serious long-lasting fears.

B. The Problems of Victims

Trainer should make the following points:

o Victims always have problems as a result of victimization.

o The seriousness and extent of the problem may depend as much on how the victim perceives his or her victimization as on the actual event.

- A first-time experience may be perceived as more overwhelming by the victim.

- Resignation to and acceptance of the inevitable may affect the perceptions of victims in schools with high crime rates.

- The victim's personal life situation shapes his or her perception of the degree of pain and/or hardship.

Victim Perceptions: Some Examples

"They took my rent money. What will I do?"

"I don't care about the money, but they took my grandfather's watch."

"Thank goodness I'm alive, but how can my family pay the medical bills?"

"The things they said to me ... I know they're not true, but they were awful. And I'm scared ...."

o The response by significant others to the victimization can intensify the victim's problems.

- A save-your-own-skin reaction by other people to a victimization-in-progress heightens the victim's perception of being alone, helpless, and not important.

- Most victims feel they have not received proper satisfaction for their ordeal after they notify authorities, which means their sense of alienation increases.

Materials/ Equipment	Sequence/Activity Description

- Victims must continue to be present in the school daily with their victimizers, exacerbating victim problems.

- Many victims leave: students skip school, teachers are absent and/or leave teaching.

o <u>The victim's problems are determined to some extent by how others perceive and treat the victim and his or her victimization</u>.

- Both teacher and student victims may be scolded or punished by their families or school authorities for being neglectful or for taking the stolen object to school in the first place.

- Families of both student and teacher victims may show such a high level of fear and concern for the victim's future safety that their attitude itself becomes a problem for victims.

(Trainer should refer to the example of perceptions of victimization in the box which follows.)

Perceptions of Victimization: A Short Example

In a major urban area, last spring, a woodshop teacher took a 3-day leave to attend his father's funeral. He returned to discover that in his absence a fire had burned his woodshop. The cause of the fire had not yet been determined, but human causation seemed likely. The teacher was called into the principal's office. The principal hastened to assure him, "We know it's not your fault--and we'll find another assignment for you right way."

In the halls and in the teacher's lounge, the teacher noticed a certain coldness from fellow staff. During the next few weeks a number of students began making jokes on the theme of the wood man getting burned.

Later, the teacher summarized his experience for USRN, "I may not be the world's best teacher, but I never had any real problems before. And to this day, I don't know how that fire got started. The thing is, it didn't matter how. Almost everyone just sort of assumed it was my fault, that I had asked for it. And those who didn't think that way felt compelled to assure me that they were on my side. At the end of the year I had the opportunity to transfer to another school. And that's what I did."

Materials/ Equipment	Sequence/Activity Description

- o Certain types of victimization (like rape) pose especially serious problems for the victim.
  - The way society in general--but especially the victim's significant others--regard a victimization like rape can color the victim's attitudes for years.
  - The "callousness" of authorities in such instances has been the subject of much public concern. Several resources are provided in your Participant Guide that deal with these issues.
- o The problems that victims face reinforce their characteristics

  Victims are caught in a vicious circle: they are vulnerable to victimization because of their characteristics and their characteristics are exacerbated by their victimizations.
- o Even if we are successful in reducing school crime by focusing on offenders and offenses, students and teachers with these characteristics will still be victims of injustices and indignities--if not of actual crimes.

BREAK

5. Minilecture Using Transparencies: Devictimizing Victims (50 min.)

   A. Introduction

   Trainer should make the following points:

   - o This session aims at giving you some key points and guidelines you can use in your own schools and communities.
   - o The checklists to be presented here should be woven together with your learnings from other parts of this curriculum.

Materials/ Equipment	Sequence/Activity Description

B. Meeting Immediate or Crisis Needs After Victimization

Transparency 4.4.4

Show Transparency 4.4.4 and make the points below:

Crisis Needs of School Victims

School victims may need—

- Medical treatment
- Emotional support
- Financial help
- Legal-type assistance

o Medical attention--after victims are attacked, they may not realize the extent of their injuries. There may be internal bleeding or injuries to the head which later result in blackouts or dizziness. Thus, if you suspect there has been an attack with injury, it would be wise to see that the victim sees a doctor.

This medical attention may require--

- First aid provided at the school
- A trip to a physician in a car or taxi
- An ambulance, if the injury is serious.

o Clothing--may be needed for the comfort and modesty of victims.

o Emotional support--is always needed, even if there has been no injury or torn clothing.

(1) Victims may be highly excited or hysterical; very quiet and withdrawn; extremely vocal and angry. What they will need is an opportunity (both time and

place) to work through these emotions, and often someone to be there to reassure them.

(2) Victims will not benefit from going to class or sitting in an office "until they feel better" or being sent or taken home where they will be alone for some time.

(3) Needs of victims are not served by sending them on their way alone abruptly after examination or first aid, or by "plopping them down somewhere out of the way," even though it may be the easiest way out of an awkward situation for school staff.

- o Financial assistance--may be money for a phone call or fare to get home as well as help in meeting an important obligation (such as meeting the rent payment). Some school systems offer financial assistance to teachers who have been victimized. Other sources of financial aid may be available through funds from the teacher's union.

- o Legal assistance--may mean help in filing complaints and/or claims, pressing charges, completing forms. There is no law, as there is for offenders, that victims be routinely informed of their rights. Some school systems actively encourage teachers who have been victimized to file charges. In these systems, teachers are compensated for the time they must be off work - both recuperating and testifying.

- o It is important to be prepared to meet these needs, and identify them before crises occur. Remember that neither victims or those trying to help victims may behave logically in crises.

- o Some of the crisis needs continue long after the crisis has passed such as medical treatment, emotional support, counseling, legal assistance.

- o Being ready to meet these needs is especially important in trying to break the vicious circle for victims and their characteristics: failure and insecurity, alienation, separateness, authoritarianism; and for teachers, a history of victimization.

C. Meeting NonCrisis Needs of Victims

Trainer should make the following points:

- o Remember that the national victim characteristics indicate that most victims do not interact often or closely with

Materials/ Equipment	Sequence/Activity Description

most people in a school, in part because of poor communications skills and a sense of inadequacy.

Transparency 4.4.5

Show Transparency 4.4.5 and make the points below:

Training for Noncrisis Needs

More enduring or pervasive needs may be reduced by—

- **Assertiveness training**
- **Youth effectiveness training**
- **Teacher effectiveness training**
- **Values clarification**
- **Stress training**

- o These techniques may help victims break the victimization circle.
- o Assertiveness training--helps people learn how to stand up for their beliefs in a positive, nonaggressive way.
  - (1) Trainees learn to recognize situations in which they properly should and can make their position known, especially in regard to their rights.
  - (2) Trainees practice acting out situations in which they let others know they are in disagreement, displeased, not interested, or offended. As trainees get used to hearing themselves act in an assertive way, they find out how others react to them--and how useful these techniques are.
  - (3) Exercises done outside the class, followed by class discussions, help trainees accept and grow comfortable with the idea that they really do have rights and can stand up for them effectively. This feeling is important for both student and teachers who have been victimized.

Materials/ Equipment	Sequence/Activity Description

- Youth effectiveness training--also helps student victims--
  - Build self-confidence
  - Learn effective communications skills
  - Stand up to peer pressure.
- Teacher effectiveness training--achieve similar results for teachers, especially for those who lack assurance in their classroom management skills.
- Values clarification exercises--help students and teachers understand and stand up for the values they believe are important. If you know what your own values are, you are better able to resist external pressures from peers and authority figures.
- Stress training--helps people who work where there is tension, unending demands and pressures. Teacher rap groups provide a means to talk out feelings and fears. Techniques like meditation and yoga enhance inner strengths.
- Martial arts training--can also help build confidence. Many teachers take training in martial arts so they do not feel physically afraid of handling tough situations.

  One martial art that stresses self-defense and inner strength is aikido. Through a series of easily-learned exercises participants are taught how to avoid confrontations and fights but not give in to intimidation or threats.

Materials/ Equipment	Sequence/Activity Description
Transparency 4.4.6	Show Transparency 4.4.6 and make the points below:

More Help for Noncrisis Needs

Victims' self-confidence and involvement can be improved by—

- **Increasing job competency or academic achievement**
- **Participation in buddy systems**
- **Getting to know people as individuals**

o Increasing job competency--can be achieved by further education and training and by pairing an insecure teacher with a more knowledgeable, secure, and able colleague. Such a mentor-type arrangement allows an uneasy teacher to ask for help as needed, as well as examine and anticipate trouble spots with someone who has demonstrated success in spite of the situation.

However, it is vital that the mentor not be involved in evaluation of the individual. This would prevent the insecure teacher from being honest about his or her problems.

o Academic achievement--can be promoted by--

(1) Physical examination to determine if there are any physiological problems that might interfere with learning.

(2) Remedial math and reading courses, which hit at one of the primary characteristics of student victims.

(3) Tutoring on a one-to-one level, either independently or as an adjunct to remedial courses. Side benefits of tutoring for students include--

Materials/ Equipment	Sequence/Activity Description

- Individual attention for alienated students
- Increased interpersonal interaction which means more acquaintances and possible friends.

If adult volunteers serve as tutors, community/school relationships may be strengthened, too.

o Buddy systems--serve as a source of reassurance (there is safety in numbers), and they also--

(1) Incorporate loners and isolated students or teachers in mutually beneficial activities.

(2) Serve as a means to get to know other individuals.

(3) Increase safety and cement a productive, cooperative link across groups. This may be particularly true when security counselors are involved as buddies of teachers, as occurs in the Prince George's County, Maryland, schools.

(4) Lessen the likelihood that either teachers or students will linger in empty rooms--or other sites that invite victimization.

o Getting to know people as individuals--strengthens the sense of a school community, thereby providing support.

o It is also important to remember that self-confidence may be bolstered by adopting certain mannerisms and practices.

(Trainer may here wish to have participants suggest such practices.) Examples include--

(1) Developing a purposeful stride

(2) Establishing strong eye contact with those who come face-to-face with you

(3) Dressing well (particularly in a minority school)

(4) Projecting a confident image in which there is no overt indication of fear.

Materials/ Equipment	Sequence/Activity Description

D. Meeting Counseling Needs of Victims

Transparency 4.4.7

Show Transparency 4.4.7 and make the points below:

Post-Crisis Counseling for School Victims

Victims of school violence may benefit from counseling—

- **By professionals in the community setting**
- **By professionals in the school setting**
- **By trained peers in the community or in the school**

- o Counseling is an important post-crisis need for victims, particularly if trauma has been severe, as in cases of physical assault and particularly in rape.
- o Counselors must be well trained and sensitive to victims' special needs.
- o Peer counselors, often people who have been victims themselves and trained to work with other victims, are especially valuable. They illustrate vividly that victims can indeed become nonvictims.

Materials/ Equipment	Sequence/Activity Description

6. Small and Large Group Activity Using Transparency and Worksheet: How To Meet the Needs of Victims (25 - 30 min.)

A. Introduction

Transparency 4.4.8

Show Transparency 4.4.8 and make the points below:

Meeting Needs of School Victims

Efforts to meet the needs of victims can involve—

- **Both short- and long-term efforts**
- **Changes in school policy and program**
- **Individuals working with other individuals**
- **The school and the community working together**

- o Short-term and long-term efforts--include crisis needs, such as first aid for injuries at the moment, and post-crisis needs, such as continuing physical therapy later.
- o Changes in school policy and program--such as new security procedures and the introduction of remedial courses are needed.
- o Individuals working with other individuals--means peer counseling, individual tutoring, and using a buddy system.
- o The school and community working together--can ensure that student and teacher victims find services, resources, agencies, and organizations, which can help them.
- o Each of these ways of meeting the needs of victims is important as we try to help break the circle of victimization.

Materials/ Equipment	Sequence/Activity Description

B. Identifying Needs of Victims

Trainer should refer participants to Worksheet 4.4.2, Identification of Victim Needs and Resources, in their Participant Guide and give the following directions:

Worksheet 4.4.2

- o This worksheet is designed to help us explore how we can break the circle of victimization in our own schools.
- o Look at the directions on the sheet and examine the materials.
- o It's all right if you only get one set of forms--student or teacher--done in the half hour available.

Trainer should divide participants into groups of four or five.

Trainer is available for questions during the exercise.

Trainer reconvenes entire group and debriefs concerning the following points:

- o What are your comments on trouble spots? Breakthroughs?
- o Promising possibilities?

7. Wrap-Up (5 min.)

Trainer should make the following points:

- o What we have discussed interrelates with the other modules:
  - (1) A genuine change in school climate will affect students who are loners and alienated as well as authoritarian teachers and administrators who may be encouraged to work on their style of discipline.
  - (2) Special academic help for failing students meets needs for both offenders and victims as well as others.
  - (3) As interracial, multiethnic, and cross-cultural dynamics improve, status of those groups who are in a minority in the school should improve.
  - (4) Revision of the school's security precautions and procedures as well as appropriate modifications in the physical environment reduce the likelihood of victimization.
- o Victimology should be a part of your planning for violence prevention in your schools.

Course 4 - Interpersonal Relations

Module 4.4 - Victimology

Worksheet I-D 4.4.1

Participant Worksheet

Victim Profiles

In comparison to most other students in the school, briefly describe, on the following dimensions, those who become victims of assault, theft, robbery, or verbal abuse.

Academic performance

Size and age

Popularity with schoolmates

Level of involvement in the school and its reward system

Membership in racial, ethnic, linguistic, religious, and other such groups

Other (specify)

In comparison to most other teachers or staff in the school, briefly describe, on the following dimensions, those who become victims.

Style of discipline

Self-assurance

History as a target

Other (specify)

Course 4 - Interpersonal Relations

Module 4.4 - Victimology

Worksheet I-D 4.4.2

Participant Worksheet

Identification of Victim Needs and Resources

Directions

- Together with the members of your work group, complete one of the attached worksheets as fully as you can, based on the accompanying student or faculty victim profile.
- Share knowledge of your schools and communities.
- In your considerations, make use of what has also emerged during other sessions of this curriculum that has relevance for victims: information, ideas, strategies, techniques, insights, and such.
- To help you identify types of efforts, a listing of possible school-based strategies/mechanisms is also attached.
- Remember: you are identifying possible school and community resources to meet the needs of victims and help them solve their problems. You are not personally expected to supply all of the resources identified.
- Do not be bound by what is currently the practice or already in place.
- You will have 30 minutes to complete these worksheets.
- If you have time, do the same for the other victim.
- Reminder--this is only a first cut at planning how to help devictimize the victims in your school. When you get home, it will be necessary to confer and work with many others who are concerned and could help victims. The materials for this exercise will serve as a checklist or trigger for decisions and follow-through activities when you get back to your school.

Victim Profile

TYPICAL STUDENT VICTIM

Type of victimization: robbed at knife point by boy when entering the cafeteria

Evident results of victimization: purse, watch, ring and bracelet taken; total value of goods lost - under $20.

Sex: female

Age: 14

Grade: 8th

Race and/or ethnic group of victim: black

Race and/or ethnic group of most students: white

Native language of victim: English

Socioeconomic level: lower middle level

Home and family situation: mother, three older sisters, and one younger brother; live with grandmother.

Victim Profile

TYPICAL FACULTY VICTIM

Type of victimization: verbal assault by six older black boys; targeted on teacher's sexuality

Evident results of victimization: teacher's report of incident; teacher very upset by the attack and accusations

Sex: male

Age: 32

Grade and/or subject: 10th grade English

Race and/or ethnic group of victim: white

Race and/or ethnic group of most students: black

Native language of victim: English

Socioeconomic level: upper middle level

Home and family situation: unmarried; rooms with male ex teacher aged 55.

Student Victim

Victim's Evident Needs	Duration of Need?		Who/What Can Meet Needs?	How/Where Does Victim Get Needs Met?	School-based Strategy/ Mechanism to Assist Victim in Meeting Needs	School People Involved	
	Short	Long				Who?	How?/ Doing What?

911

Faculty Victim

Victim's Evident Needs	Duration of Need? Short	Duration of Need? Long	Who/What Can Meet Needs?	How/Where Does Victim Get Needs Met?	School-based Strategy/ Mechanism to Assist Victim in Meeting Needs	School People Involved: Who?	School People Involved: How?/ Doing What?

913

914

Possible School-Based Strategies/Mechanisms

Student Efforts for Student Victims

Peer counseling--With trained students who have had similar experiences. This does not replace professional counseling for those who need it.

Volunteer tutoring--Successful or advanced students work with those having difficulties.

Buddy system--Students team up with victims in passing through high risk areas of the building or campus.

We're-all-in-this-together approach--Concerned students recruit and involve the student body as a whole in devising strategies and mechanisms to meet needs (e.g., escort or transportation service, emergency clothes closet, school club membership drives, student courts, first-aid stations and "medics," translator corps, get-acquainted campaign).

Teacher Efforts for Teacher Victims

These are the very same types of efforts as for student efforts and student victims--just modified for adults who happen to be faculty members.

Special Efforts

Certain efforts require special training or preparation. These are primarily meant to increase people's self-confidence by teaching them special techniques for handling disturbing or unnerving situations and providing opportunities to practice the techniques. In most cases, they help people to take a stand on their beliefs and values, communicate more effectively, and resist undue pressures on them from peers and others. Examples of these special efforts are--

Assertiveness training--Helps people stand up for their rights in a positive, non-aggressive way

Youth effectiveness training--Builds up self-confidence, communication skill, and resistance to peer pressure

Values clarification--Provides a means for people to identify their own values and then structure their lives and activities so that those values are fostered.

Course 4

Interpersonal Relations

ACKNOWLEDGEMENTS

This course was written by Ms. Phyllis Kaye, Ms. Helen Farr, Ms. Alice Fins, and Ms. Tamar Orvell with the assistance and review of Mr. Ron Gager, Dr. James Garbarino, Ms. Kamer Davis, Ms. Carmen Perez and Mr. Victor Flores.

Course Overview

Course 5 - Security

Purpose

This course is designed to address a full range of preventive measures used to improve the security of the school both during and after school hours. It will provide a variety of alternative approaches to school security which will enhance schools' ability to improve the safety and security of the people and property in the system.

Instructional Objectives

1. To build participant awareness of how people in the school and community may be utilized to strengthen the security of the school environment, particularly in preventive approaches.

2. To present various approaches and techniques that will protect the physical plant, including "hardware" solutions and use of security forces.

3. To provide an overview of the basic elements necessary to design and/or upgrade an effective school security program.

4. To present alternate strategies relevant to security programming in small school districts.

Target Audiences

This course as a whole is most suitable for school personnel in policy/decision making positions; i.e., superintendents, security directors, principals and other administrators. However, teachers, students, support staff, parents and community residents should benefit from participation, especially in the introductory module and in Preventive Approaches, Module 5.2. Module 5.5 is an advanced session for participants from smaller school districts.

Course Overview (continued)

Course 5 - Security

Activity/Content Summary by Module	Apprx. Time Required
Module 5.1 - Introduction A minilecture using transparencies presents the course goals and objectives and discusses the interdependence and complementary nature of the approaches to school security to be covered in the course.	15 minutes
Module 5.2 - Preventive Approaches--Human Solutions Transparencies, minilecture/discussion and small group problem-solving will be used to provide participants with a variety of examples to show how students, administrators, teachers, support staff and parents/community residents can enhance the security of the school environment.	2 hours
Module 5.3 - Physical Plant Security Lecture/discussion, problem-solving exercises and transparencies will familiarize participants with the various site and target hardening techniques commonly used in the school environment.	1½ hours
Module 5.4 - Designing and Upgrading School Security Programs Lecture/discussion and transparencies will provide participants with guidelines for designing and/or upgrading school security programs.	1½ hours
Module 5.5 - Alternate Strategies for Smaller School Districts (Advanced) Small group problem-solving, transparencies and lecture/discussion will be utilized to provide participants with alternative low-cost/ no-cost strategies for improving security in smaller school districts.	1½ hours

Resources/ Bibliography

Course 5 - Security

Module

Audiovisuals

AT ISSUE: INVASION OF PRIVACY

A penetrating look at the numerous questions involved in using technological advances to eavesdrop and amass confidential records on citizens. Students gain an affective understanding of the problems involved by viewing real-life situations that lucidly demonstrate the invasion of young people's privacy. Ideas for resolving these problems are presented within a legal and historical framework.

Two Color Filmstrips w/2 Cassettes and Program Guide
Rental Fee: $52
Distributor: Correctional Service of Minnesota
1427 Washington Avenue South
Minneapolis, MN 55454
Toll Free #: (800) 328-4737
Minnesota residents call
collect: (612) 339-7227

Not previewed by NSRN staff.

Course 5 - Security

Module 5.1 - Introduction

Module Synopsis

Purpose

This short introductory module is designed to present the goals and objectives of the course, and to provide an overview of the contents of each module contained in the course.

Objectives

Participants will be able to--

1. Formulate two aspects of security problems--security of persons and security of property.

2. Describe the interdependence and complementary nature of various security approaches used to address the problem of school violence and vandalism.

Target Audiences/Breakouts

This core module is targeted at the preoperational and operational levels. All participants in sessions on improving physical security in the school environment should benefit.

Module Synopsis (continued)

Course 5 - Security

Module 5.1 - Introduction

Media/Equipment

Overhead projector
Screen

Materials

Transparencies

5.1.1 Interdependence and Complementarity of Approaches to Improving School Security

5.1.2 NSRN Security Course

NSRN Security Course

Human Solutions—Preventive Approaches (5.2)

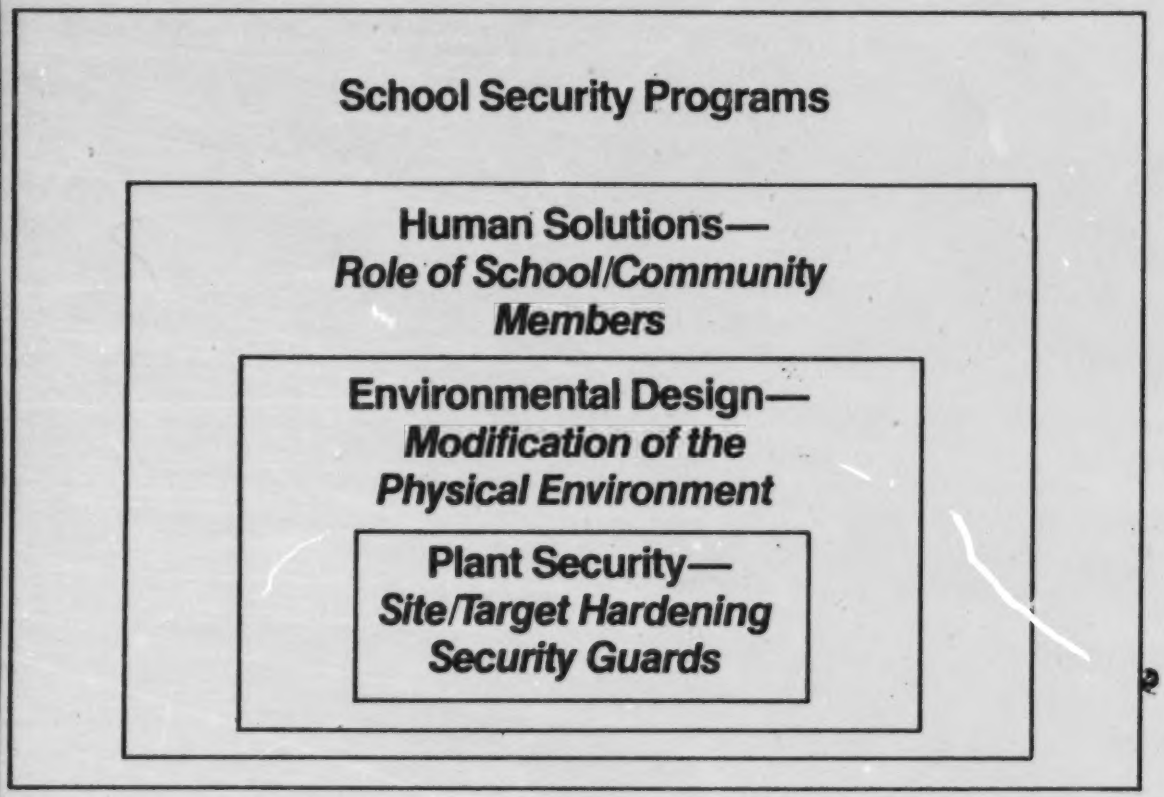
Plant Security (5.3)

Designing and Upgrading Security Programs (5.4)

Advanced Seminar (5.5)

922

Interdependence and Complementarity of Security Approaches



Course Agenda by Module

Course 5 - Security

Module 5.1 - Introduction

Total Time 15 minutes

Module Summary

This short introductory module presents the goals and objectives of the course and provides participants with an overview of the contents of each module contained in the course.

Activity/Content Summary	Time
1. Course Goals and Objectives	10 min.
A. Goal Security has two goals--protection of property and protection of people. Through analysis of problems, participants determine their major concerns.	
B. Objectives Course objectives will be targeted, based on participant concerns.	
2. Approaches to Improving School Security	5 min.
How the school security program can be an umbrella under which other approaches are incorporated is discussed.	

Course 5 - Security

Module 5.1 - Introduction

Detailed Walk-Through

Materials/Equipment	Sequence/Activity Description
Overhead projector Screen	1. Presentation of Course Goal and Objectives (5 min.) A. Goal Trainer describes the goal of the course, and emphasizes the following: o Protection of property (buildings and equipment) has traditionally been the primary goal of a security program. o However, in recent years, protection of people (staff and students) has become the major focus. In many school systems, assaults on students and staff have become second only to window breakage in the number of incidents reported. o The costs of property damage and loss are high, but the social costs--in terms of staff and student fear and learning opportunities loss--are probably much higher. **Course Goal** To provide participants with a variety of alternative approaches to school security which will enhance their ability to improve the safety and security of the people and property in their schools and school systems.

Materials/ Equipment	Sequence/Activity Description

B. Objectives

Trainer will describe course objectives.

Instructional Objectives

(1) To build participant awareness of how people in the school and community may be utilized to strengthen the security of the school environment.

(2) To present the different site and target hardening techniques used to protect people and property in the school setting.

(3) To present the advantages and disadvantages of the different site and target hardening techniques used in the school setting.

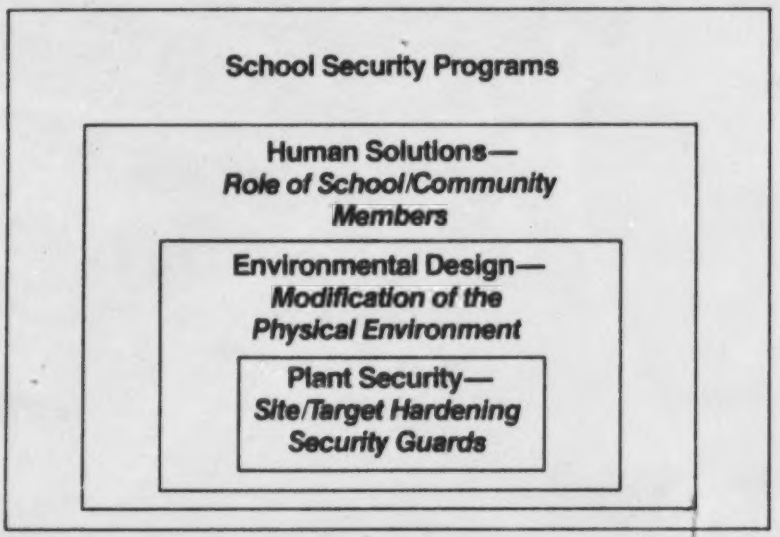
(4) To provide an overview of the components necessary to design an effective school security program.

2. Approaches to Improving School Security (5 min.)

Transparency 5.1.1

Show Transparency 5.1.1 - Interdependence and Complementarity of Approaches to Improving School Security.

Interdependence and Complementarity of Security Approaches



o Using the transparency, the trainer will discuss the interdependence and complementary nature of the four approaches shown.

Materials/ Equipment	Sequence/Activity Description

- Trainer states that the design of a school security program should be such that it constitutes the umbrella under which plant security, environmental design, and human solution approaches are incorporated, depending upon the particular needs of the school district.

- The trainer explains that the environmental design unit, which addresses designing and/or modifying school facilities to enhance security, will be covered in a separate course.

- The security course will examine the interaction between school security programming, plant security, and human solution approaches.

3. Description of the NSRN Physical Security Course Components (10 min.)

Transparency 5.1.2

Show transparency 5.1.2 and make the point below.

NSRN Security Course

Human Solutions—Preventive Approaches (5.2)

Plant Security (5.3)

Designing and Upgrading Security Programs (5.4)

Advanced Seminar (5.5)

- The remaining modules of this course will look at these aspects of school security, building from those aspects which can be incorporated at low cost to those which will require more expensive outlay of resources.

(NOTE: In describing course modules, trainer may wish to expand on description provided below.)

Materials/ Equipment	Sequence/Activity Description

A. Preventive Approaches--Human Solutions (Module 5.2)

Trainer should make the following points:

- This unit will examine the role school/community members can play to enhance school security. Examples of successful student, teacher, support staff, parent, and community resident programs will be presented.

- For example, we will look at the 24-hour Vandalism Hotline in the Washoe County School District, Reno, Nevada. This program gives members of the community an opportunity to contribute to improving school security by calling in and reporting any suspicious acitivity they observe around school facilities.

- According to the Chief of School Security, the program has been well received by the community and the local law enforcement agencies and has been rated as very successful by all those involved.

B. Physical Plant Security (Module 5.3)

Trainer should make the following points:

- This unit examines different methods of protecting the physical plant from acts of vandalism, burglary, and general unlawful entry. These methods include: alarms, barriers, deployment of guards, etc.

- For example, we will look at key and lock management issues. Security Directors throughout the nation mention key control as one of their major problems. In the Seattle, Washington, Public Schools, it is school system policy that only the principal and head custodian of each school have master keys to exterior doors. Any staff member (teacher, counselor, etc.) who needs to be admitted to the building after school hours must request permission in advance and the principal or his/her designee must come back and let them into the building. Each teacher is issued ONLY one key, and that is to his/her classroom door. This type of system puts the principal in a position to decide whether it is essential that staff be in the building after hours.

- Other schoools feel it is more important to allow greater access, and encourage high security around specific target areas, such as a/v equipment rooms, for example.

Materials/ Equipment	Sequence/Activity Description

C. Designing and Upgrading School Security Programs (Module 5.4)

Trainer should make the following points:

- o This unit will examine essential elements of any school security program.
- o Stress will be placed on the variability of such programs due to the different sized school districts and the different needs as identified by a needs assessment, i.e., property protection, people protection, or both.

D. Advanced Seminar (Module 5.5)

Depending on participant need and interest, an advanced workshop can be provided in any of the above areas.

We will now proceed to a full examination of how school/community members can function to improve the security and safety of the school environment.

Course 5 - Security

Module 5.2 - Preventive Approaches - Human Solutions

Module Synopsis

Purpose

This module is designed to provide participants with a variety of examples showing how students, teachers, nonteaching staff, parents, and community residents can function to enhance the security of the school environment.

Objectives

Participants will be able to--

1. List several ways of involving students, parents, teachers, nonteaching staff, and community residents in school security.

2. Describe at least one disadvantage of trying to involve each group in school security.

3. Explain why the principal and building administrative staff carry the burden of leadership in the area of school security.

Target Audiences/Breakouts

This core module has been designed for all workshop participants. It is a large group activity which allows participants to relate ideas presented to their back-home situations.

Course 5 - Security

Module 5.2 - Preventive Approaches - Human Solutions

Module Synopsis (continued)

Media/Equipment

Overhead projector
Screen
Flip charts
Magic markers

Materials

Transparencies

5.2.1	Role of School and Community Members
5.2.2	Teacher-Centered Security
5.2.3	Custodial Surveillance Programs
5.2.4	Student Involvement Programs
5.2.5	Vandalism Hotline
5.2.6	Trailer Watch Programs
5.2.7	Helping Hand

Resource Materials

R5.2.1	Student Vandalism Patrol--Pittsburgh, Pennsylvania
R5.2.2	Student Security Aide Program--Pittsburgh, Pennsylvania
R5.2.3	Helping Hand Type Programs
R5.2.4	Incentives-Based Vandalism Prevention
R5.2.5	New York City Public Schools--Guidelines for School Safety Plans

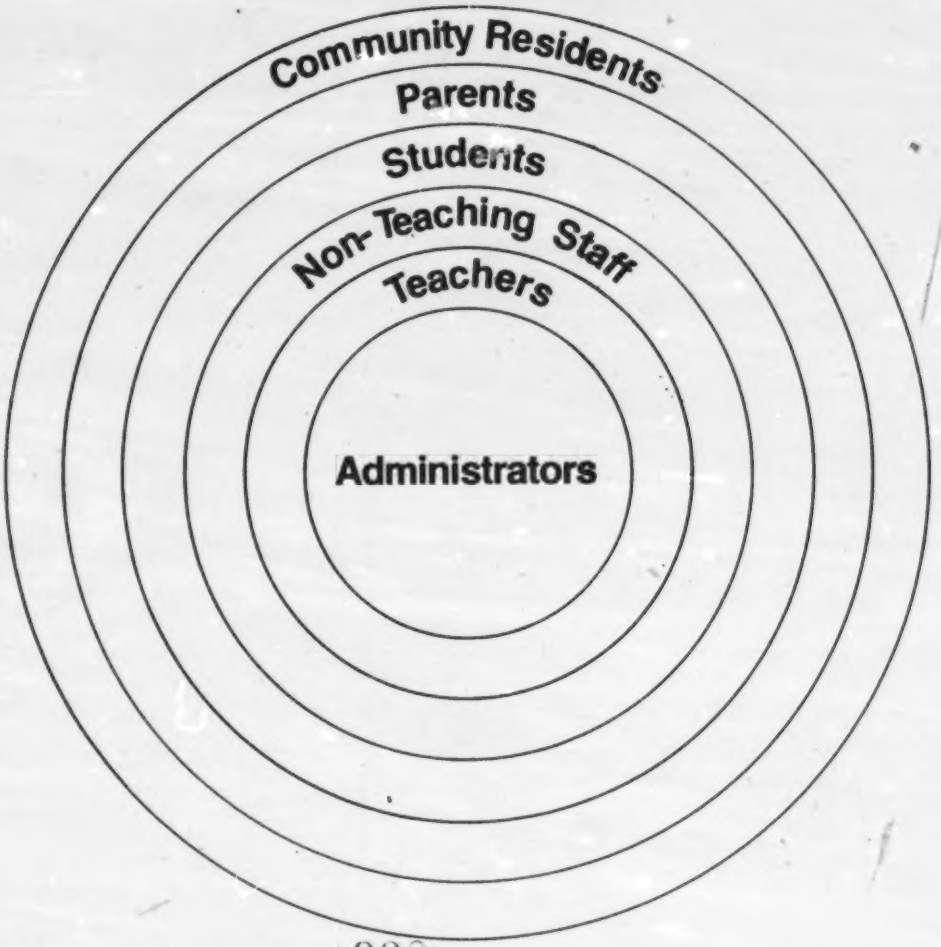
Participant Worksheet

5.2.1	"10 Questions for Principals" - Bellevue, Washington

Trainer Background Materials

5.2.1	Student Weekend "Night" Patrol--Fairborn, Ohio
5.2.2	Student Vandalism Patrol--Pittsburgh, Pennsylvania
5.2.3	Vandalism Hotline--Reno, Nevada

Role of School/Community Members



Teacher-Centered Security

- Crisis Intervention Teachers
- Teacher Patrols
- Buddy Systems

Custodial Surveillance Programs

- Eyes on the School
- Live-In Custodians

Student Involvement Programs

- Student Weekend "Night" Patrol—*Park Hills High School, Fairborn, Ohio*
- Student Summer Vandalism Patrol—*Pittsburgh, Pennsylvania*
- Student Security Aide Program—*Pittsburgh, Pennsylvania*
- Student Security Advisory Council—*Prince Georges County, Maryland*
- Incentives-Based Vandalism Prevention Program—*South San Francisco, California*

WASHOE COUNTY SCHOOL DISTRICT

VANDALISM HOT-LINE

329-6542

24 hour answering service

PLEASE CALL AND REPORT VANDALISM OR SUSPICIOUS ACTIVITY.

IT IS NOT NECESSARY TO IDENTIFY YOURSELF.

RENO, NEVADA

936

Trailer Watch Programs

- Clearwater, Florida
- Elk Grove, California

937

THIS HOME OFFERS A

HELPING HAND

Course Agenda by Module

Course 5 - Security

Module 5.2 - Preventive Approaches - Human Solutions

Total Time 2 hours

Module Summary

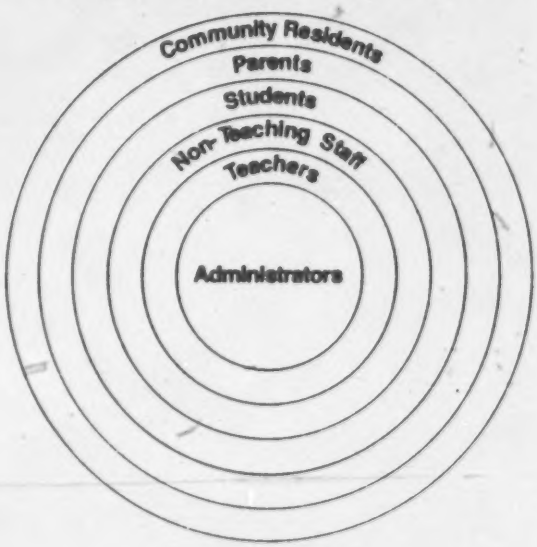
A variety of examples are presented which show how administrators, teachers, students, support staff, parents, and community residents can function to enhance the security of the school environment.

Activity/Content Summary	Time
1. Introduction The module is designed to examine the roles of nonsecurity staff and the community in school security. Examples showing how various groups have been used in school security will be presented, followed by a discussion to generate additional strategies for involving the groups.	3 min.
2. Role of Administrators A. Importance of the Principal in School Security Programs The principal's responsibility in school safety and security is presented. B. "10 Questions for Principals" C. Examples of Principal's Responsibility The "Guidelines for School Safety Plans" used by principals in New York City Public Schools is reviewed.	10 min.
3. Role of Teachers A. Consideration in Using Teachers in School Security Programs The role teachers can play in improving school security is presented. B. Examples Approaches to teacher involvement include crisis intervention, teacher patrols, and buddy systems.	10 min.

Activity/Content Summary	Time
4. Role of Support Staff	10 min.
A. Need for Staff Surveillance, Monitoring, and Advice in School Security Programs The need to involve all support staff in building security is discussed. The role of custodial staff is emphasized.	
B. Examples Examples of programs involving custodians include Eyes On the School and Live-In Custodians.	
5. Role of Students	20 min.
A. Considerations in Using Students in School Security Programs The advantages and limitations of using students in school security are stressed.	
B. Examples Five different programs involving students in school security are presented.	
6. Role of Parents and Community Residents	15 min.
A. Considerations in Using Parents and Community Volunteers in School Security Programs Advantages and problems of using volunteers are highlighted.	
B. Examples Several examples of community resident participation in school security are presented, including vandalism hotlines, school watch programs, trailer watch programs, and "Helping Hand" type programs.	
7. Discussion Participants generate additional ideas for involving one of the five groups discussed.	25 min.
8. Concluding Remarks Trainer will remind participants of resource materials available at NSRN.	5 min.

Materials/Equipment	Sequence/Activity Description
Overhead Projector Screen	1. Trainer Introduction (5 min.) A. Purpose Trainer should make the following introductory point: o This session will examine the various roles that non-security staff and the community can assume to improve school security. B. Segments of School/Community Involved
Transparency 5.2.1	Show Transparency 5.2.1 and make the points below:

Role of School/Community Members



o This transparency attempts to show how all segments of the school and community relate to each other. Administrators are at the center of the wheel (the axis around which all others revolve) while teachers, non-teaching staff, students, parents, and community residents usually have a less direct role in security. This is illustrated graphically on the transparency.

Materials/ Equipment	Sequence/Activity Description

C. Method To Be Employed

- o During this session we will use transparencies to present a few examples of how different groups have been used successfully in school security programs; then we will ask you to share strategies that you have found workable in your school districts for using these groups.

(NOTE: Trainer should refer to the background materials provided to conduct parts of this module.)

2. Role of Administrators (10 min.)

A. Importance of Principal

Trainer should make the following points:

- o The principal and his administrative staff must assume the major responsibility for building security at the local level, and ensure faculty/student involvement.
- o The principal is responsible for the development, dissemination, implementation, and adherence to policies and procedures concerning school security.
- o Principals must ensure that all segments of the school and community are knowledgeable about their roles in the day-to-day security of the school as well as crisis situations.

Participant Worksheet 5.2.1 Page 10 in Participant Guide

B. Participants Complete "10 Questions For Principals"

Refer participant to Participant Worksheet 5.2.1, "10 Questions for Principals." Trainer should give the following directions to participants:

- o Let's look at and read each question and discuss each (if needed).
- o As we do so, please check those questions you know are answered in your own school security program.
- o Note those questions you have not checked, so you can quickly assess your own school's security programs.

Background Material 5.2.1

C. Example of Principal's Responsibility in School Security Programs

Refer participants to New York City "Guidelines for School Safety Plans," also available as a NSRN Technical Assistance Bulletin.

Materials/ Equipment	Sequence/Activity Description

The trainer should make the following points:

Background Material 5.2.1

- o All principals in the New York City public schools have major responsibility concerning school safety. By November 30 of each year, every principal must submit an updated school safety plan which addresses changes in problems and conditions in the school.

- o In an attempt to have a standardized approach to safety planning, principals follow an outline that explains those elements required in every plan. The format is explained in "Guidelines for School Safety Plans."

- o The guidelines explain everything--from just what items should be on the cover page of the safety plan to where each school's floor plans are located. It is detailed enough to be very comprehensive, yet flexible enough to accommodate the different needs of elementary and secondary schools.

- o These guidelines constitute a very good model for building-level security planning and extra copies are available through NSRN.

Participants should be encouraged to add one or two examples of their own and talk about them further at the end of the session.

3. Role of Teachers (5 min.)

A. Considerations in Using Teachers in School Security Programs

Trainer should make the following points:

- o Teaching staff have a major role to play in improving the security of their schools. They can provide surveillance in problem areas such as lavatories, halls, stairwells, and school grounds before and after school.

- o The nature of the contractual arrangements teachers have with the school system may determine what kind of role they can have in security. In general, however, as problems escalate, greater teacher involvement has become a de facto necessity.

Materials/ Equipment	Sequence/Activity Description

B. Examples

Transparency 5.2.2

Show Transparency 5.2.2 and make the explanatory points below:

Teacher-Centered Security

- **Crisis Intervention Teachers**
- **Teacher Patrols**
- **Buddy Systems**

o Crisis intervention teachers are used by the Mark Twain School in Maryland.

- These teachers are paid $2,000 extra per year and are trained to respond to crisis situations in addition to regular teaching duties.

o Some educators consider extra pay for teachers in high-risk areas to be "combat pay" and see it as a negative approach.

- When districts require that these teachers have intensive in-service training in conflict management, interpersonal relations, etc., such an arrangement can be a very useful tool in handling disruptions in the school.

o Teacher patrol duty is an essential part of the faculty responsibilities at South Gate Junior High School in Los Angeles, California.

- It is clearly spelled out to all teachers that being a member of the faculty on this campus entails more than just teaching in the classroom.

- Teachers are assigned for 2-week intervals to specific locations at specific time periods, to patrol school grounds, halls, lavatories, etc. Administrative staff monitor locations randomly to determine whether teachers are at their assigned posts.

- Teachers are informed of their duty assignments by memos placed in their mailboxes the Friday preceding the Monday of their duty. As a further reminder, another memo is placed in their mailboxes on the first day of their duty.

o Teacher patrols are also used in Dade County, Florida, where available male teachers have the responsibility for regular patrolling of halls, isolated areas, and known trouble spots such as lavatories, stairwells, and locker rooms.

o A teacher buddy system is used in Denver, Colorado, to foster cooperation among teachers in neighboring classrooms.

Participants should be encouraged to add one or two examples of their own and dicuss them later.

4. Role of Support Staff (5 min.)

A. Need for Staff Surveillance, Monitoring, and Advice in School Security Programs

The trainer should make the following points:

o Custodians, office staff, cafeteria workers, and nonteaching certified staff must also be involved in the prevention of school violence and vandalism. All staff can and should perform some surveillance roles such as identifying visitors, monitoring trouble spots, and reporting suspicious activities.

o The head custodian in particular should be a member of the school building security committee, since custodial staff can identify areas in the school that need better security. Besides, security of locks in prime target areas, such as audiovisual and supply rooms, is often in the purview of their responsibility.

o Attempts should be made to involve all support staff in the school's security program, and clearly defined roles should be established so that these personnel are accountable in their areas of operation.

Materials/ Equipment	Sequence/Activity Description

B. Examples

Transparency 5.2.3

Show Transparency 5.2.3 and make the explanatory points below:

Custodial Surveillance Programs

- **Eyes on the School**
- **Live-In Custodians**

The trainer should explain the following programs:

- o Eyes on the School is a program in the Chattanooga, Tennessee, schools. The custodial staff is on three 8-hour shifts in order to provide 24-hour surveillance. The schools are never empty at night.

- o Live-in custodians are used in some school systems as a variation of the eyes-on-school program. The custodian and his family are given an apartment in the school and told to call the police whenever an act of vandalism occurs or suspicious activity is noticed at night around the school.

- o Training custodial staff in security needs, as is done in the Seattle public schools, has a very positive effect.

Participants should be encouraged to add one or two examples of their own and discuss at the end of the session.

Materials/ Equipment	Sequence/Activity Description

5. Role of Students (10 min.)

A. Considerations in Using Students in School Security Programs

Trainer should make the following points:

- Students can be used in a wide variety of roles to enhance school security and reduce the incidence of school violence and vandalism. In fact, school security programs that do not involve students, directly or indirectly, are often subverted by students, while programs throughout the country with active student participation have been highly successful.

- Some limitations to student involvement, however, should be recognized, since students are not and should not be considered to be guards or paraprofessionals.

  (1) Students should only be used for monitoring, surveillance, and/or reporting of incidents.

  (2) Students should never attempt to become involved in the physical restraint of intruders or other students.

  (3) Students involved in security must be closely supervised by security personnel, teachers, administrators, or other designated staff.

  (4) Students should be fully oriented and/or trained to carry out the tasks they have been assigned.

Materials/ Equipment	Sequence/Activity Description

B. Examples

Transparency 5.2.4

Show Transparency 5.2.4 and make the explanatory points below:

Student Involvement Programs

- **Student Weekend "Night" Patrol—*Park Hills High School, Fairborn, Ohio***
- **Student Summer Vandalism Patrol—*Pittsburgh, Pennsylvania***
- **Student Security Aide Program—*Pittsburgh, Pennsylvania***
- **Student Security Advisory Council—*Prince Georges County, Maryland***
- **Incentives-Based Vandalism Prevention Program— *South San Francisco, California***

- A student weekend "night" patrol is used by Park Hills High School in Fairborn, Ohio. Students monitor and patrol the school at night, on weekends, and during school holidays.

  (A full description of this program is contained in Trainer Background Materials.)

NSRN T/A Bulletin R5.2.1

- A student vandalism patrol is employed during the summer in the Pittsburgh public schools. Students are hired to patrol school yards and playground around certain selected schools.

  (A detailed description of this program is contained in NSRN T/A Bulletin R5.2.1, "Student Vandalism Patrol--Pittsburgh, Pennsylvania." This is included in Trainer Background Materials.)

- A student security aide program uses disruptive students who are influential with their classmates, as security aides. They work under the direction of school security officers. In this type of program, potentially disruptive students become agents for change.

Materials/ Equipment	Sequence/Activity Description
NSRN T/A Bulletin R5.2.2	(A detailed description of this program is contained in NSRN T/A Bulletin R5.2.2, "Student Security Aide Program--Pittsburgh, Pennsylvania." It is included in Trainer Background Materials.) o A student security advisory council is found at all middle and high schools in Prince Georges County, Maryland. Council positions are open to all students, and the councils are under the supervision of an investigator or counselor from the system's security division. One function of the council is to identify security problems and suggest solutions. (A detailed description of this program is contained in Trainer Background Materials.
NSRN T/A Bulletin R5.2.4	o Incentives-based vandalism prevention programs have been established in several systems. One such program in San Francisco is called a vandalism depletion allowance. Each school in the South San Francisco Unified School District receives a special budget allocation of $1 per student. This money is placed in a special fund until the end of a reporting period. - At each reporting period the cost for acts of vandalism is subtracted from the total in the special fund. What is left is used for student activities. - This type of program gives students a monetary incentive to curtail acts of vandalism in their schools. - School administrators have stated that vandalism has not been eliminated in the district, but since the inception of the depletion allowance, vandalism costs have declined. - Two other effects were also noted: the student projects developed by the fund are rarely vandalized and greater identification of students who commit vandalous acts has taken place. - It should be noted that visibility of results is essential to a program like this one. It is therefore best to have such a program run from January to January so that seniors can benefit from student funds. The trainer should make the following concluding points: o These five programs just scratch the surface of efforts nationwide that school systems are using to make students aware of the problem of school violence and vandalism.

Materials/ Equipment	Sequence/Activity Description

- Right now we'd like to ask you to provide a few examples you know of. We'll have time after this presentation to discuss them in greater detail.

6. Role of Parents/Community Residents (10 min.)

   A. Considerations in Using Parents and Community Volunteers in School Security Programs

   Trainer should make the following points:

   - There are a number of ways school systems have sought to involve the community in their efforts to combat school vandalism.
   - These have ranged from using volunteers to monitor halls, lavoratories, etc., during the school day to asking residents living around the school to walk their dogs near the school at night.
   - Two problems with these types of efforts should be kept in mind:
     (1) How to maintain interest over time
     (2) How to control and/or limit involvement to a certain level to ensure that you don't encourage "vigilantism."

Materials/ Equipment	Sequence/Activity Description

B. Examples

Vandalism Hotline

Transparency 5.2.5

Show Transparency 5.2.5 and make the points below:

WASHOE COUNTY SCHOOL DISTRICT

VANDALISM HOT-LINE

329-6542

24 hour answering service

PLEASE CALL AND REPORT VANDALISM OR SUSPICIOUS ACTIVITY.

IT IS NOT NECESSARY TO IDENTIFY YOURSELF.

RENO, NEVADA

- The Washoe County School District in Reno, Nevada, instituted a 24-hour vandalism hotline that allows members of the community to call and report any suspicious activity they observe around school facilities.

  (A detailed description of this program is contained in Trainer Background Material.)

School Watch Programs

- The school watch programs are another variation of the hotline approach. They seek to encourage community surveillance of schools.

- In Fairfax County, Virginia, a Neighborhood Watcher Program was developed for this purpose. A "Dear Neighbor" letter from the school superintendent asked residents in sight of a school to help stem the rising costs of vandalism. The letter said: "Are you aware that vandalism in your public schools cost Fairfax County taxpayers $191,000 last year? That is enough to hire 21 to 25 more teachers or renovate one school or buy 28 new school buses." Persons living near the school were asked to call the school security number if they saw any suspicious behavior.

Materials/ Equipment	Sequence/Activity Description
	Trailer Watch Programs
Transparency 5.2.6	Show transparency 5.2.6 and make the points below:

Trailer Watch Programs

- **Clearwater, Florida**
- **Elk Grove, California**

- o Some school districts have instituted a program that places house trailers on school sites, so that the occupants can act as watchmen to prevent vandalism.

- o The object is to allow responsible adults to live on school property, on trailer sites provided by the school board. In exchange for free site rent and utilities, the occupants will "watch" the school.

The trainer should point out that:

- o Care must be taken in the selection of trailer occupants and a clear understanding, in writing, should spell out exactly what is expected of the occupants.

- o Some school districts require the occupants either to be employees of the board of education or law enforcement personnel as in the Pinellas County Public Schools in Clearwater, Florida. Others prefer families with four or five children, especially those with teenagers who drive cars as in Elk Grove, California.

- o In Elk Grove, residents of the trailers receive no special training, do not wear uniforms, and do not attempt to apprehend vandals. They take nightly walks around the school grounds, check all doors to make sure they are

Materials/ Equipment	Sequence/Activity Description

locked, and call the police if they see anything out of the ordinary.

- Prior to the institution of this program, Elk Grove had between 40 and 50 break-ins a year in the district. After each of the 15 school districts installed a trailer on the school grounds, only three break-ins occurred in the first year, and two the second year of the program.
- This program has been operating since the 1967-68 school year and is the oldest such program in the nation.

o The Elk Grove School District pays the initial $2,500 to $3,000 installation costs for the trailers and the monthly utility bills of $10 to $20 per site. It is estimated that the district is saving more than $20,000 a year and insurance rates for fire, theft, and malicious mischief were reduced by approximately 25 percent.

Helping Hand Programs

Transparency 5.2.7

NSRN T/A Bulletin R5.2.3

Show Transparancy 5.2.7 and make the points below:

Materials/ Equipment	Sequence/Activity Description

- Encouraged by the success of the program instituted by the Citizens Forum of Indianapolis, the District of Columbia Public Schools and others have instituted Helping Hand programs in their elementary schools.

- Parents and neighbors, known as block helpers, display a Helping Hand poster (a poster with a large hand) in their windows and watch children as they go to and from school.

- The children are told by school officials that they can go to any house displaying this hand if they encounter any serious difficulties.

- Block helpers are not there to settle arguments or administer first aid, but to supervise and know what to do in an emergency; they keep emergency phone numbers (police, school principal, ambulance service, etc.) on hand.

(Detailed descriptions of these programs are contained in Trainer Background Materials and are available in NSRN T/A Bulletin R5.2.3, "Helping Hand Type Programs.")

Participants should be encouraged to add a few additional examples.

7. Small Group Activity (5 min.)

A. Introduction of Small Group Activity

Trainer should make the following points:

- These programs constitute just a small sample of the types of programs that have been implemented throughout the nation and, probably, in the participants' own communities.

- Now we will form five small groups and for the next 15 minutes each group will brainstorm to generate at least three additional ways of involving the various school and community members discussed earlier in school security.

Before breaking into small groups, trainer should:

(1) Assign each small group one of the school or community groups discussed (students, teachers, support staff, etc.).

Materials/ Equipment	Sequence/Activity Description
	(2) Have each small group select a recorder who will report out those ideas developed, writing them on a flip chart.
	(3) Instruct the groups that they should also indicate considerations and constraints that apply to their strategies and solutions.
	B. Small Group Discussion (15 min.)
Flip charts	Small groups generate ideas and write them on flip charts.
Magic markers	C. Large Group Discussion (20 min.)
	Trainer gives the following directions:
	o Recorders will report out solutions generated by each group.
	o Let's discuss the solutions on flip charts.
	o A facilitator will record all of the ideas for later reproduction and dissemination to participants who are interested.
	o Let's discuss the disadvantages of involving these groups in school security, and record these on flip charts.
	8. Concluding Remarks (5 min.)
	The trainer should make the following concluding points:
	o The National School Resource Network will be able to supply interested participants with a variety of alternative approaches to involve school and community members in school security.
	o The ideas generated here today will be added to those already available and will give interested schools and school systems an even greater selection of strategies to employ in combating violence and vandalism.

Course 5 Security

Module 5.2 Preventive Approaches - Human Solutions

Worksheet I-D 5.2.1

Participant Worksheet

10 QUESTIONS FOR PRINCIPALS
Bellevue, Washington

In addition to their leadership role in the education of students, principals also carry the burden of leadership in the area of school security. Responsibility for the development, implementation, and adherence to policies and procedures in school security, at the local school level, clearly rests with the chief building administrator, the principal.

In Bellevue, Washington, principals are given the following list of 10 questions to assist them in making provision for necessary safety and security measures.

AS EACH OF THE FOLLOWING QUESTIONS IS DISCUSSED, PLACE A CHECK AFTER THOSE THAT ARE INCLUDED IN YOUR SCHOOL SECURITY PROGRAM.

1. Are teachers and other key personnel aware of procedures and responsibilities for dealing with a seriously ill or injured child?

2. Are pupils, teachers and staff aware of necessary procedures and their responsibilities in case of an earthquake, fire or flood?

3. Are principals, delegates and key staff members aware of necessary procedures and their responsibilities in case of bomb threats?

4. Has an organization been established in the building to provide for routine supervision of halls, lavoratories and grounds?

5. Have procedures been developed to handle unauthorized visitors?

6. Have emergency procedures been developed for major incidents or disorders?

7. Is the chain of command clearly defined and understood by teachers and staff?

8. Have appropriate provisions for supervision and security been planned for each after-hours activity?

9. Do administrators and teachers understand procedures for handling problem students?

10. Are counselors and other key personnel familiar with the district's emergency guidelines?

Reprinted from a publication of the National School Public Relations Association, "Violence and Vandalism: Current Trends in School Policies and Programs," 1975

STUDENT INVOLVEMENT: STUDENT WEEKEND "NIGHT" VANDALISM PATROL
Fairborn, Ohio

In 1976, Park Hills High School, Fairborn, Ohio, instituted a student weekend "night" patrol. Members of the patrol, all boys, are on duty weekends and holidays, from late night until early morning, during the hours when there are not custodians at the high school. According to the principal, Lewis D. Reed, and Fairborn's chief of police, Robert Cox, the program has been very successful in reducing vandalism, burglary, and unauthorized entries that the school had been experiencing.

The patrol is under the supervision of the police department, which supplies some of the equipment. The primary function of the patrol is to walk the school hallways and report any suspicious activity. Members keep in contact with each other through two-way radios supplied by the school. They make certain that windows and doors are closed and locked and no unauthorized persons (both outsiders or sutdents) are inside the building. They also constantly observe the area around the school. If there are unauthorized cars using the driveways or parking lots, license numbers are noted and turned over to the police. But patrol members take no action in the event of an incident; they have access to the telephone in the shop office and immediately call the Fairborn police whenever anything of a suspicious nature is observed. Also, each night as the patrol goes on duty, the police are notified. The patrol members also take responsibility for training new members of the student force.

Principal Reed has suggested the following steps for anyone planning a similar program:

1. Publicize the program so potential vandals are aware that people are in the building. The object of the program is not to catch anyone, just to deter vandalism.

2. Use dependable students.

3. Let your custodial staff have input into the program. Conflicts between custodians and patrol members can be detrimental to the project.

STUDENT VANDALISM PATROL: PITTSBURGH PUBLIC SCHOOLS
Pittsburgh, Pennsylvania

During the summer of 1975, the Security Division of the Pittsburgh Public Schools instituted a Student Vandalism Patrol Program. Using funds from the City Summer Youth Employment Program, 180 students that included 20 girls patrolled the grounds of 60 selected schools in pairs or groups of three. They participated in the informal play that occurred on unsupervised school grounds and also cleared school yards of bottles, cans, paper, and other debris. Whenever possible, students were assigned to a school within walking distance of their home. Therefore, the patrol members were generally known to neighborhood residents and children and also wore T-shirts with black letters stating STUDENT VANDALISM PATROL, PITTSBURGH SCHOOLS.

Local television, radio, and newspaper reports publicized the student vandalism patrol, giving prestige to the patrol members and the program. Thus, not only were they paid for their efforts, but they also saw themselves as contributing members of the community.

The program has apparently been an overwhelming success. Only 14 instances of vandalism were reported at the schools covered by the student patrols, and half of these incidents occurred when the patrols were off-duty. This contrasts with over 50 incidents of vandalism that occurred at the same schools in the preceding summer.

VANDALISM HOT LINE
Reno, Nevada

The Washoe County School District, Reno, Nevada, instituted a 24-hour "Vandalism Hotline", which allows members of the community to call and report vandalism or any suspicious activity observed around the school facilities. When the hotline operator receives a call, he or she calls the local law enforcement agency of the jurisdiction involved as well as the School Security Department and both respond to the scene. Accomplishments to date include restitution for damages in excess of $500, the thwarting of a burglary in progress, taking into custody four juvenile vandals, the reporting of several incidents of children on school roofs and children throwing rocks at school buildings, and the arrest for narcotics of persons loitering in a car on school property after hours.

Cards announcing the hotline number are printed up and distributed to students, parents and residents near the schools. (See Transparency 5.2.5.) The program has received wide media coverage. The PTA is actively involved in promoting the program, and school security personnel now make personal contact with residents of homes adjoining school sites.

According to Chuck Gaw, chief of school security, the program has been well received by the community and the local law enforcement agencies and has been rated as very successful by all those involved with it.

National School Resource Network

National Center • 5530 Wisconsin Avenue, N.W., Washington, DC • (301) 654-2550 • Toll Free (800) 638-8090
Eastern Regional Center • 53 Bay State Road, Boston, MA 02215 • (617) 353-4554
Southern Regional Center • 58 6th Street, N.E., Atlanta, GA 30308 • (404) 872-0296
Midwestern Regional Center • 6 North Michigan Avenue, Suite 1706, Chicago, IL 60602 • (312) 782-5737
Western Regional Center • 18 Professional Center Parkway, San Rafael, CA 94903 • (415) 472-1227

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R.5.2.1

Technical Assistance Bulletin

New York City Guidelines

Summary

This bulletin provides an example of guidelines which all principals in the New York City schools follow in developing building-level security programs. These guidelines standardize the approach to safety planning and cover everything from just what items are to be on the cover page to where each school's floor plans are located. The format is detailed enough to be comprehensive, yet flexible enough to accommodate the different needs of elementary and secondary schools. These guidelines constitute a useful model for building-level security planning.

The Problem

Literature on school security consistently points out that principals and their administrative staffs must assume the major responsibility for building security at the local school level and that principals must ensure that all segments of the school are secure on an every day basis as well as in crisis situations. However, in many school systems school administrators who are not part of the security department or division are often unclear about their roles in school safety and security.

The Solution

Recognizing the pivotal role principals play in maintaining a safe environment in their individual school buildings, the New York City public schools developed a set of guidelines to be used by all principals in the development of school safety plans. Although results of the implementation of this type of standardized planning are not readily estimated, New York City has a lower incidence, per capita, of school violence and vandalism than many large urban school systems. This may be attributable, in part, to the fact that the structure of their safety plan is so comprehensive. The guidelines are reprinted below:

Guidelines for School Safety Plan (New York City Schools)

In preparing your plan, it is important to remember that total security, although universally sought, is elusive and almost impossible to achieve even with the fullest resources. Since under present circumstances our security means are minimal at best, a comprehensive plan must combine dextrous management, imaginative improvisation, constant supervision, and the full use of all resources within the school community. For example, even though it is not possible to cover every security risk area with security personnel, priorities can be established and consideration given to the assignment of some tasks to other school employees, parent volunteers, or student monitors.

Prepared under Grant #79JS-AX-0019 from the Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, U.S. Department of Justice. Points of view or opinions in this document are those of the NSRN and do not necessarily represent the official position or policies of the U.S. Department of Justice.

The following format, which has been done in outline form, suggests most of the basic ingredients that should be considered in the development of a pragmatic plan for the safety of your school. These guidelines focus on principles and denominators generally common to a school complex rather than on specific safety problems facing any individual school. Therefore, in many instances principals will find that these guidelines are more far-reaching than their needs require. You will also find that if these guidelines are followed, your plan will be so comprehensive that there will be little, if any, need to make substantive changes for the required yearly updating of safety plans. In any event, it is hoped that all principals will use this outline so that there will be a board-wide standardized approach for safety planning.

I. Introduction

A. Cover Page
1. Subject title "Safety Plan" and date prepared
2. Name or number of school, address (including borough and zip code), telephone number
3. Number of students enrolled, grade level (K-6, 9-12, etc.)
4. Name, home address, and telephone number of principal
5. Name, home address, and telephone number of custodian and his/her nearest-to-school assistant.

B. First Page
1. A fairly detailed "Table of Contents"
2. For easy reference and uniformity, the subject matter should follow some standard system of organization, i.e., alpha-numeric, Dewey, etc., and, where desirable, be supported by appendices.

C. Second Page
1. Statement of the objectives of the principal and the plan
2. The rationale, authority, and responsibility
3. Acknowledgements for those helping in the development and implementation of the plan.

II. Outline of Organizational Structure and Duties

A. Organization Structure
1. Organization chart
2. Outline of chain of command and authority
3. Outline of order of succession.

B. General Duties and Responsibilities
1. Principal
2. Assistant principals
3. Deans
4. Department heads
5. Teachers and paraprofessionals
6. Administrative and secretarial staff
7. Security staff
8. Custodial staff
9. Parents, volunteers, student monitors.

NOTE: In all cases duties should be assigned by title rather than by named individuals. This will preclude confusion, or dating of the plan, occasioned by personnel shifts, transfers, absences, etc. In addition, note should be made of who should assume responsibility in the event that the designated person is not available.

III. Regular Security Procedures

A. Visitors
1. Official sign-in/sign-out book
2. Escort visitors, or call ahead to notify appropriate party
3. Visitor passes (color coded to indicate floor)
4. End-of-visit notification to front desk
5. Sign-out verification.

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B. Students
1. ID cards (photo preferable), distribution, serial numbers, repossession, replacements
2. Program cards
3. Hall passes
4. Late arrivals
5. Cutters
6. Policy for carrying or wearing outer clothing in school.

C. Staff
1. ID cards (photo preferable), distribution, serial numbers, repossession, replacements
2. Policy for carrying or wearing outer clothing in school.

D. Signal System
1. Code signal system to be used for transmitting information to staff members without alerting students, intruders, etc.
2. Procedures for regular announcements for students and staff.

E. Intruder Alert
1. Notification to principal or office
2. Notification to staff by signal system
3. Assignment of specific staff members to search specific areas
4. Report-back and end-alert procedures.

F. Establishment of Security Posts
1. Fixed posts
   a. Location, vulnerability, relative need, effectiveness
   b. Times covered, current needs, past experience, anticipated problems
   c. Personnel coverage, special qualifications, number required
   d. Communication capability: radios, intercoms, phones
   e. Written instructions, duties.
2. Patrol posts (in addition to above)
   a. Area defined
   b. Irregular route patterns
3. Special hall sweeps
   a. When conducted
   b. Staff persons participating
   c. Starting point (top floor and sweep down)
   d. Stairwell controls
   e. Holding areas
   f. Procedures for handling persons picked up.

4. Staff considerations
   a. Indoctrination
   b. On-the-job training
   c. Rotation of assignments
   d. Supervision.

G. Key Control
1. Designation of secure key storage area
2. Accountability for keys
3. Master keys strongly controlled (limited distribution)
4. Reporting procedures for lost or stolen keys
5. Procedures for changing cylinders to vital areas when necessary

IV. Emergency Procedures
A. Fire
1. Internal provisions for reporting fire, notify principal, key personnel, etc.
2. Alarm transmittal to fire department and police department

3. Standard evacuation procedures
   a. Designation of specific responsibilities (teachers, custodians, other staff, students)
   b. Code signal transmitted
   c. Preparation to leave (wraps, no wraps)
   d. Group egress configuration (designated leaders)
   e. Door and window control
   f. Hall and stairway routes (primary, secondary)
   g. Exit doors (primary, secondary)
   h. Rules of conduct
   i. Aid for handicapped or injured
   j. Internal and external formation areas
   k. Check for missing
   l. Special search teams
4. Safeguarding of records and easily portable valuables
5. Review and critique
6. Reports and notifications
7. Fire drills

B. Bomb Scare
1. Prior instruction for those likely to receive such calls as to time received, exact words used, distinctive or identifiable characteristics of caller, attempt to determine exact location, attempt to delay caller for trace, etc.
2. Immediate notification to principal and/or key administrative personnel who--
   a. Notifies police department and office of school safety
   b. Evaluates, considers possibility of bomb being present
   c. Decides on evacuation
   d. Transmits coded signal to designated personnel
   e. Causes discreet search for suspicious package, box, etc.

NOTE: All persons designated to search will be instructed that they should <u>never</u> touch any item which appears suspicious. They are merely to note its location and report so that principal or designee may make a decision on evacuation.

3. Guide at entrances for responding police
4. Principal confers with police
   a. Evacuation decision
   b. Indepth search
   c. Need for bomb dogs or specialized bomb units
   d. Make available floor plans and safety plans.
5. If decision to evacuate, follow standard evacuation procedures listed in paragraph IV.A.3.
6. Review and critique
7. Reports and notifications

C. Demonstrations--Sit-Ins
1. Staff assignments specified
2. Coded signal to alert staff
3. Public announcement to students and staff
4. Notifications to police department, office of school safety, other appropriate units in board
5. Door and stairwell controls
6. Negotiation team
7. Decision to dismiss
8. Review and critique
9. Reports and notification

D. National Defense Alert or Civil Disturbance 063
1. Staff assignments specified
2. Coded signal to alert staff
3. Public announcement to students and staff

4. Shelter areas defined
5. Movement of students to shelter areas
6. Door and window control
7. Notifications to police department, office of school safety, other appropriate units in board
8. Need to keep phone lines open
9. Preprinted instructions for students and staff
10. Plans for defense of building
11. Equipment needed: battery operated radios, flashlights, first aid, etc.
12. Location of emergency food and water supplies

E. Special Considerations Involving Emergencies
1. Staff instructions as to locations and use of fire extinguishers, fire hoses, and standpipe system connections
2. Staff instructions as to recognition, chemical capability, and effectiveness of various types of extinguishers--especially in electrical or laboratory fires
3. Guidelines for detouring from fire locations and tips on how to protect selves and students during actual fire or disaster
   a. Complete knowledge by staff of all stairwell, fire door, and exit door locations
   b. Feel closed doors before opening to determine heat build up
   c. Coats, dresses, or any material over head and face to protect against flames and smoke
   d. Wet-down clothes, if possible, to protect against flames
   e. Roll on floor to douse flames or smother with coat, rug, clothing, etc.
   f. Crawl on floor to escape dense smoke
   g. Chain escape--one behind the other holding on to belts, trousers, dress, etc.
   h. Buddy system--so someone is always responsible for someone else and no one gets left behind
   i. When visibility is impaired, crawl on floor and feel ahead with hands to prevent falls
   j. Psychological chain effect of hysteria or panic and how to deal with either
   k. Need for leader to exhibit calmness and confident manner

F. Other Emergency Considerations
1. Health and first aid
2. Drug and alcohol abuse
3. Individual crimes
4. Peaceful student, parent, or community protests
5. Lock-out, lock-in
6. Utility failure

V. Physical Plant
A. Structure: brief description of building complex and its facilities, include notation on where floor plans are located
B. Heating plant: type, location, vulnerability, fuel shutoff location
C. Fire alarm system: internal, external, delayed action, location of alarm boxes
D. Intrusion alarm system: ultrasonic, infrared, microwave, camera surveillance, central station 911 dialer, door contacts, sensors, location of panic button, etc.
E. Personal alarm system: type, number, receptors, transmitters, console location
F. Entrances and exits: location, locking devices, special precautions (bars, outside handles removed, etc.)
G. Utility systems: water, gas, electric, shutoffs, panels, switches, terminals, pipe system, and controls
H. Telephone system: outside lines, intercom, terminals, public phones, locations

J. Vault and key room(s): location, access control
K. Stairwell plan: one-way, two-way, special usage, directional signs, relationship with entrances or exits
L. Vulnerable areas: paint and flammable substances storage rooms, expensive equipment storage, computer rooms, rendezvous locations, places conducive to hiding or danger, etc.
M. Emergency shelter areas: location, provisions, capability, tools, etc.
N. Health and first aid facilities: location, resources available

VI. Repair Reporting System
A. Procedures to ensure regular inspection and/or testing of--
1. Fire alarm system
2. Intrusion alarm system
3. Personal alarm system
4. Telephone system
5. Locks, panic bars, and return springs on outside doors
6. Locks on all doors to vulnerable areas
7. Outside doors, windows, window screens, etc.
8. Fire hoses, standpipe system, etc.

B. Procedures for the report of defects on above

C. Procedures for repair of defective or inoperable items and followup process

VII. Liaison Needs
A. Police department
B. Fire department
C. Mayor's education task force
D. Local community planning board
E. Traffic department
F. Transit police
G. PTA
H. Unions
I. Student groups

(Source: New York City Schools, Guidelines for School Safety Plan, distributed to all New York City principals.)

References

Pupil Transportation Safety, Highway Safety No. 17, Program Manual, U.S. Department of Transportation, National Highway Traffic Safety Administration, U.S. Government Printing Office, Washington, D.C.
(This document is also available in the NSRN compendium.)

Attachment

Attachment A - Rules Governing Pupils Riding School Buses, Salem, Oregon Public Schools.

Attachment A

SALEM PUBLIC SCHOOLS

Transportation Department

RULES GOVERNING PUPILS RIDING SCHOOL BUSES

State of Oregon Rules per O.A.R. 581-53-010

1. Pupils being transported are under the authority of the bus driver.
2. Fighting, wrestling, or boisterous activity is prohibited on the bus.
3. Pupils shall use the emergency door only in the case of emergency.
4. Pupils shall be on time for the bus both morning and evening.
5. Pupils shall not bring animals, firearms, weapons, or other potentially hazardous material on the bus.
6. Pupils shall remain seated while the bus is in motion.
7. Pupils may be assigned seats by the bus driver.
8. When necessary to cross the road, pupils shall cross in front of the bus or as instructed by the bus driver.
9. Pupils shall not extend their hands, arms, or heads through bus windows.
10. Pupils shall have written permission to leave the bus other than at home or school.
11. Pupils shall converse in normal tones; loud or vulgar language is prohibited.
12. Pupils shall not open or close windows without permission of driver.
13. Pupils shall keep the bus clean and must refrain from damaging it.
14. Pupils shall be courteous to the driver, to fellow students, and passersby.
15. Pupils who refuse to obey promptly the directions of the driver or refuse to obey regulations may forfeit their privilege to ride on the buses.

Salem School District Rules per JCDAB-1, JCDAB-2

(1) Large items which cannot be safely transported while held in a pupil's lap or stowed in an empty seat or directly under a seat are prohibited.
(2) Pupils shall not interfere with any of the school bus operating controls except in an emergency or as instructed by the driver.
(3) Pupils shall not lower bus windows below the black line except in an emergency or as instructed by the driver.
(4) Pupils shall be at their regular bus stop at least three minutes prior to the published time schedule.
(5) Pupils shall not damage or attempt to damage public or private property at any time.
(6) Pupils shall accept rider registration cards, Notices of Misbehavior, or other forms issued by the District, and these must be completed and returned as indicated on the form.
(7) Due to the possibility of school bus mechanical failure or accident during inclement weather conditions, pupils shall wear clothing that is compatible with the current season of the year. Periodically, pupils shall participate in school bus evacuation drills, and pupils will be instructed as to the type of clothing that should be worn the day of the drill.
(8) Pupils waiting in a bus stop area are under the jurisdiction of the School District; therefore, all the preceding Rules Governing Pupils Riding School Buses apply at the bus stop as well as on the bus.

CRITERIA FOR SUSPENSION OF TRANSPORTATION PRIVILEGES

Generally, three Misconduct Notices within 24 months will lead to a suspension of transportation privileges.

Incidents of physical assault, verbal abuse, interference with bus operating controls, and vandalism may result in immediate suspension of transportation privilege regardless of prior record of misconduct.

FOR ADDITIONAL INFORMATION REGARDING YOUR CHILD'S TRANSPORTATION CONTACT:

Salem Public Schools
Transportation Department
998 Hawthorne Avenue, N.E.
Salem, Oregon 97301
Telephone: 399-3136

Source: Salem Public Schools Transportation Department

National School Resource Network

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National Center • 5530 Wisconsin Avenue, N.W., Washington DC • (301) 654-2550 • Toll Free (800) 638-8090
Eastern Regional Center • 53 Bay State Road, Boston MA 02215 • (617) 353-4554
Southern Regional Center • 58 6th Street N.E. Atlanta, GA 30308 • (404) 872-0296
Midwestern Regional Center • 9 North Michigan Avenue, Suite 1706, Chicago, IL 60602 • (312) 782-5737
Western Regional Center • 3 Professional Center Parkway San Rafael, CA 94903 • (415) 472-1027

R.5.2.2

Technical Assistance Bulletin

The Pittsburgh Student Security Aide Program

Summary

In this program, students who are disruptive as well as other, more well-behaved students are enlisted as security aides and work under staff security officers. Student security positions are awarded to student leaders--those officially recognized by the school community and other unofficial leaders of school groups. Pittsburgh's program has applicability to any junior or senior high school wishing to increase security and at the same time promote active student cooperation in security measures.

The Problem

Maintaining a safe environment--one that is conducive to learning--is a problem for many schools across the country. In schools where the administration, faculty, and security personnel are the maintainers of discipline and instigators of punishment, the school environment is tense, and discipline is a constant problem: the environment is a battle zone. If students are not part of the team that maintains discipline, establishes rules, and works to create an environment that is safe and comfortable, there is always a split--a "we-them" feeling--a student-adult fight for power. Maintaining discipline becomes an enormous problem.

The Solution

Schools usually have a core of natural student leaders--those recognized officially in the school such as student council members, and "unofficial" leaders, often disruptive youth who are recognized and respected by their peers. If these "natural leaders" can be made a part of the security team which works to prevent disruption and maintain a safe and orderly environment in the school, the security program can be strengthened. If students feel they have a positive role to play in their school as responsible citizens and are in the position to encourage other students to view the school similarly, a safer environment can be established.

The Pittsburgh Board of Education has instituted a Student Security Aide program to actively involve students in the security program. Influential students are engaged as aides to work with security personnel and act as monitors of potentially troublesome areas and situations outside classrooms. As they work together on the problem of school security, the students and the security officers gain mutual insights and understanding.

Who is Responsible for the Program?

Overall coordination of the student security aide program is the responsibility of the Chief of Security in the Pittsburgh public school system. The principals of each school in the program are responsible for the student aides, teacher advisors, and staff security officers in their own schools. The Chief of Security reports to the Deputy Superintendent of the Pittsburgh schools. All principals are kept continually informed of the program's overall progress and actively participate in the training sessions that take place in each school.

Prepared under Grant #79JS-AX-0016 from the Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, U.S. Department of Justice. Points of view or opinions in this document are those of the NSRN and do not necessarily represent the official position or policies of the U.S. Department of Justice.

Parents are also involved because community outreach is an important part of the student security aide program. Parent representatives are invited to work with the school administration, teachers, and students during workshops and training sessions and through daily contacts.

How Is a Student Security Aide Program Started?

A student security aide program is initiated by the school principal. His or her first step is to secure acceptance of the idea that security aides can be recruited from the population of students and that students can play an active and effective role in maintaining a secure environment. The principal's second step is to select a staff security officer to be stationed at the school and a teacher to act as an advisor to the student aides. The staff security officer will be knowledgeable about security measures and programs for schools. The teacher advisor will be responsible not only for keeping careful records on the grades student security aides maintain, their classroom attendance, and the honors or outstanding performances they achieve in extracurricular activities, but also for evaluating the records, monitoring student security aide activities, and coordinating training sessions. The third step is to select the aides themselves.

How Are the Aides Chosen?

Student aides are selected from candidates suggested by teachers, student volunteers, and the principal. Natural student leaders are nominated--those "officially" titled such as the captain of the football team or the student body president, and also "unofficial" leaders who are respected by their peers. Students with a negative, but powerful influence on the school are primary targets, but well-behaved role models are also chosen. The initially selected aides suggest other influential classmates as further candidates.

What Do the Student Aides Do?

Although the activities of student aides vary from school to school, their general assignments include monitoring halls, lavatories, and special events such as ball games and extracurricular activities. The assignments are seen as supplemental to, not as a substitute for, those of the adult security personnel in the school. It is understood that the aides perform their duties at times when their classes are not in session.

In addition to their assigned duties, student security aides are expected to provide positive role models for classmates. They are charged to--

- Obey the rules and the regulations of the school to the best of their ability
- Wear their special security aide shirts or jackets when on duty
- Work to prevent trouble
- Refrain from spreading rumors.

Specific instructions are given to student security aides when attempting to mediate or "handle" a disruptive occurrence. Directives in the "Student Security Aide Manual" include--

- A key to the successful resolving of this type of situation is to know your limitations
- Avoid "pushing a student into a corner"
- The Student Security Aide must realize that he or she is not responsible for school discipline
- A Student Security Aide has to decide what course he or she should take
- If the aide knows the offending student, perhaps a friendly word of caution might do
- If the situation is clearly beyond the power of the Student Security Aide to deal with, the best thing to do is nothing except reporting the incident to School Security Authorities.

Clear grounds for dismissal from the force are cited in the manual. They include--

- Being caught under the influence of whiskey or drugs
- Failing to "come over" as being fair in talking to or "dealing" with other students, regardless of race, sex, or personal differences

- Accepting security assignments in an attempt to miss class.

How Are Student Security Aides Trained?

Three kinds of ongoing training are offered. The first kind takes place in the individual schools. The teacher/advisor to the security aides, together with the principal, staff security officer, and others, conduct monthly training sessions.

During these sessions, students discuss--

- Existing school problems
- Alternatives for behavior modification
- Successful handling of problems particular to their school.

The second form of training takes place at monthly Saturday workshops held in the City of Pittsburgh's school administration building. The Chief of Security conducts courses for all participants from all the participating schools on topics which include case law, search and seizure, prevention of vandalism, adolescent psychology, and human relations.

A number of agencies and groups provide trainers or resource materials for the workshops--

- Legal department of the Pittsburgh Board of Education
- Allegheny County Coroner's Office
- University of Pittsburgh Graduate School of Social Work
- Pittsburgh Council on Public Education
- Personnel from local law enforcement agencies
- Faculty from the Law Related Education Training Program presently working in selected Pittsburgh schools.

The third type of training is a 2½-day camping training session conducted each semester to enable students from the various schools in Pittsburgh to interact with each other. The objective of this outdoor training is to encourage the student aides to apply what they have learned about human relations in the Saturday workshops and school training sessions for a short, intense period.

Results

The Security Division of the Pittsburgh Board of Public Education set down four specific objectives by which to measure the success of the student security aide program for the 1978-79 school year. These were--

- To reduce the number of suspensions in the 1978-79 school year by 5 percent
- To reduce the cost of vandalism by 5 percent
- To reduce the number of expulsions in the 1978-79 school year by 5 percent
- To maintain or improve student grades, attitudes, or behavior.

Although no formally documented results have as yet been presented, one indicative evaluation was made by the Security Division of the Pittsburgh Board of Public Education with regard to the camping/training session. There have been no disruptive incidents during the camping trips over the past attended so far by 120 students. The report noted that "This speaks well of the activity itself and of the behavior modification which takes place by virtue of being a Student Security Aide."

According to the report, the major rewards that appear to appeal to the students participating in the program include--

- The prestige of being a member of the Student Security Aide Program
- The jacket and shirt that identify membership
- The camping/training program.

Additionally, there is the feeling among Security Division personnel that one of the advantages of the student security aide is that he or she serves as a buffer between the student and the adult authority, which tends to reduce the number of physical confrontations and incidents of disruptive behaviors by individual students or group of students. In a number of instances, the

student aides were credited with preventing the occurrence of race riots in several large high schools. It seems clear that by enlisting students of both sexes from all ethnic and racial groups, the student security aide program has worked successfully to prevent the kinds of tensions that found more violent release in the past.

Replication Issues

The Student Security Aide Program seems best suited for secondary schools (including junior high or middle schools). The program is appropriate for any school, rural, suburban, urban, that wishes to involve students in keeping their schools safe.

Required Resources

In each school participating in a student security aide program, personnel requirements include the principal, staff security officer, and teacher/advisor plus parent representatives, and the student security aides themselves.

The only necessary expenditures are for the shirts and jackets that each of the student security aides wears while on duty.

On a district- or system-wide basis, the number of people involved increases, although their time commitments are less than that for the individuals at each school. These outside people are involved in the workshops or the camping/training sessions, participating as members of their cooperating agencies for one day every month and/or 2½ days each semester on a lecture basis or as a resource person. Camping equipment and food may be an expense, but it is possible that most of these items can be provided by the participants themselves.

References

Student Aide Manual, Security Division, the Pittsburgh Board of Public Education.

Resources/ Bibliography

Course 5 - Security

Module 5.2 - Preventive Approaches--Human Solutions

Bibliography for Preventive Approaches

As.....Alternative Strategies: For the Prevention or Reduction of Disruptive Behavior in Secondary Schools, Vol. II, No. 2, Dallas Independent School District, June 1978.

Student Security Aide Manual, Pittsburgh Board of Education, Pittsburgh, Pa., 1973.

Vandalism.....The Million Dollar "Prank" A View From the Administrators Level: An Administrators Handbook, Institute of Government, University of Georgia, Athens, Ga., 1978.

Security in the Schools: Tips for Guarding the Safety of Teachers and Students, United Federation of Teachers, New York City, Chapter Chairman's Edition, 1979.

Vandalism and Violence--Innovative Strategies to Reduce Cost to Schools, National School Public Relations Association, Arlington, Va., 1971.

Violence and Vandalism: Current Trends in School Policies and Programs, National School Public Relations Association, Arlington, Va., 1975.

Summary of Recommendations for Reduction of Violence and Vandalism Conference, Education Cooperative, February 1977.

Alford, R., How To Begin Neighborhood Watch in Your Community: The GBI on Crime Prevention, Georgia Bureau of Investigation, Vol. 3, No. 9, September 1978.

Casserly, M., School Vandalism: A Review of Programs, The Council of the Great City Schools, 1977.

Reichbach, E., Seven Ways - Learned Firsthand to Reduce School Vandalism, The American School Board Journal, August 1977, pp. 70-71.

Course 5 - Security

Module 5.3 - Physical Plant Security

Module Synopsis

Purpose

To familiarize participants with the techniques for securing building and equipment commonly used in schools.

Objectives

Participants will be able to--

1. Describe at least three different approaches for securing property
2. Describe at least three low-cost solutions to improving security in the schools
3. Plan the layout of an alarm protection scheme in a school showing what electronic devices can be used and where they may be located.

(NOTE: It is assumed that the trainer for this module is familiar with security alarm systems.)

Target Audiences/Breakouts

This is an optional core module designed for workshop participants interested in improving physical plant security. The content, through somewhat technical, is suitable for a heterogeneous audience. However, it would probably be of most interest to school administrators and those in a position to influence hardware decisions.

Course 5 - Security

Module 5.3 - Physical Plant Security

Module Synopsis (continued)

Media/Equipment

Overhead projector
Screen

Materials

Transparencies

5.3.1	Anytown High School Floor Plan
5.3.2	Elements of Exterior Doors
5.3.3	Correcting Frame Weaknesses
5.3.4	Double Door Weaknesses
5.3.5	Sliding Windows
5.3.6	Casement Windows
5.3.7	Kentucky Key Control System
5.3.8	Diagram and Number System for Key Control
5.3.9	Key Collection Envelope
5.3.10	Key Receipt Tag
5.3.11	Operation Identification
5.3.12	Types of Alarm Equipment
5.3.13	Anytown High School Floor Plan (Same as 5.3.1)
5.3.14	Anytown High School Crime/Environment Problems
5.3.15	Anytown High School Additional Alarm Systems

Handout

5.3.1	Security Measures Taken

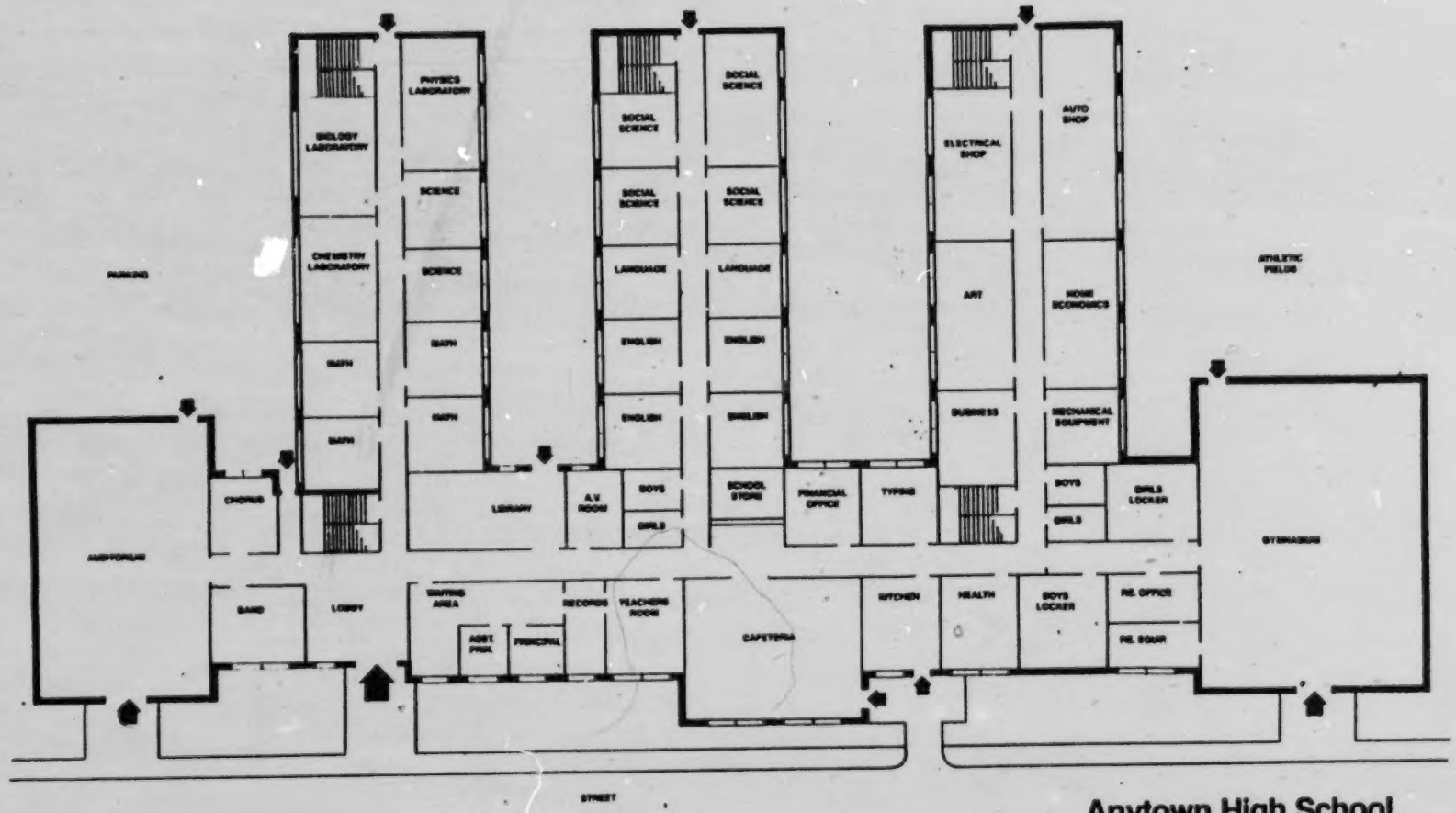
Background Materials (Trainer/Participant)

5.3.1	Physical Plant Security Survey Form
5.3.2	Key Control Checklist

Resources/Bibliography

5.3.1	Vandalism and Theft in Kentucky Schools. Kentucky Crime Check, Volume II School Security and Control. Can be ordered (free) from Kentucky Department of Justice, Office of Crime Prevention, State Office Building Annex, Frankfort, KY 40601.
R.5.3.2	Lock and Key Control, NSRN Technical Assistance Bulletin.
R.5.3.3	Alarm Systems Guidelines, NSRN Technical Assistance Bulletin, (Not yet available).

5. 3, 1



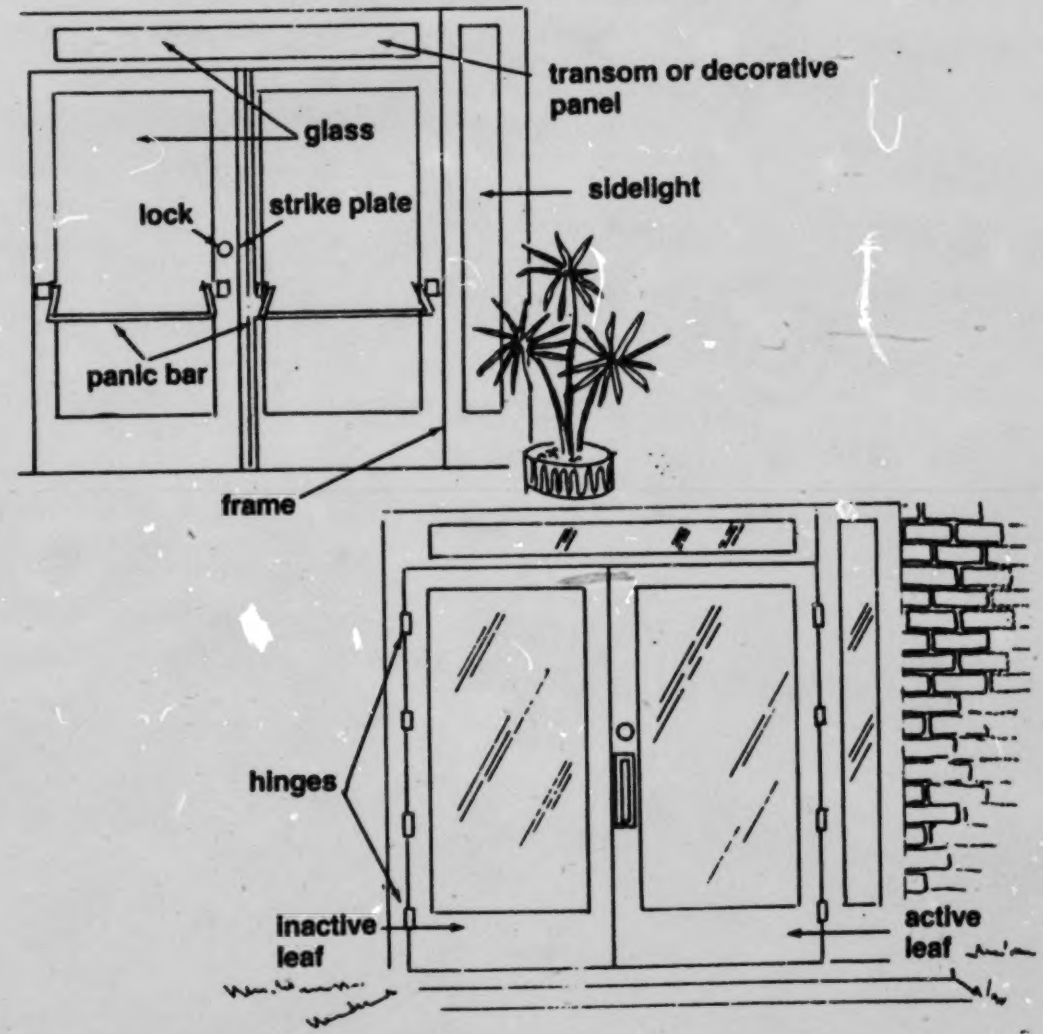
Anytown High School

First Floor **No Scale**

974

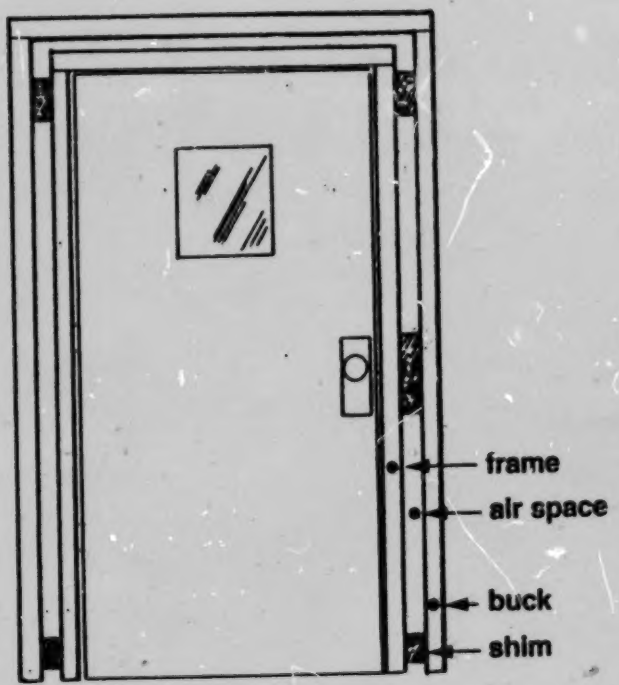
975

Elements of Exterior Doors



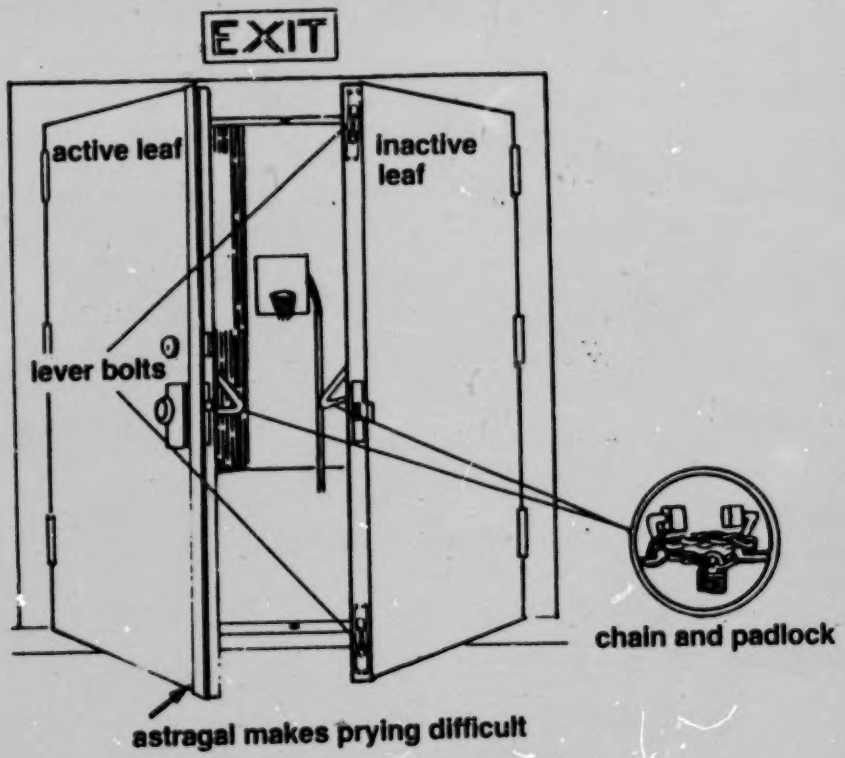
Source: *Vandalism and Theft in Kentucky Schools*

Correcting Frame Weaknesses



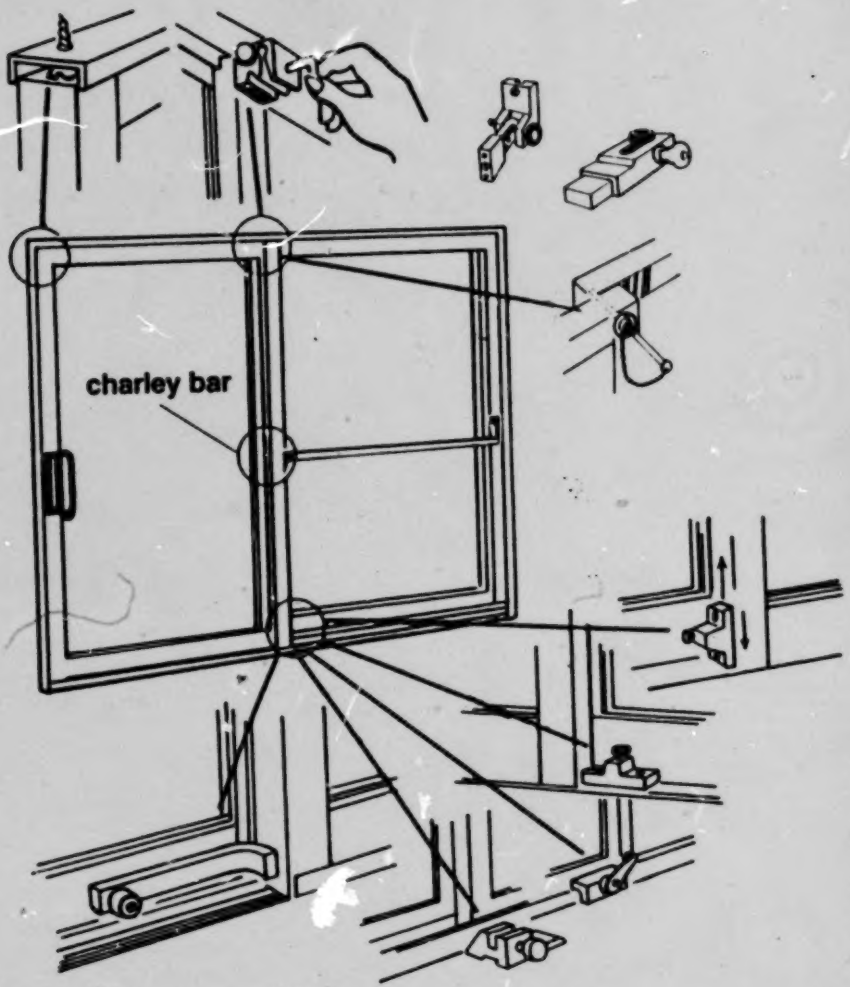
Source: *Vandalism and Theft in Kentucky Schools*

Double Door Weaknesses



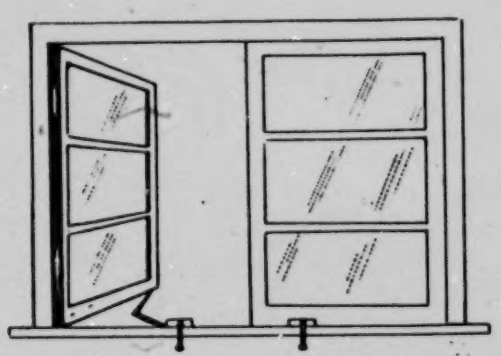
Source: *Vandalism and Theft in Kentucky Schools*

Sliding Windows

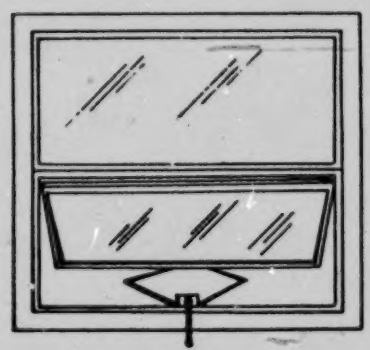


Source: *Vandalism and Theft in Kentucky Schools*

Casement Windows



Outswing Type



Awning (Louvered) Type

Source: *Vandalism and Theft in Kentucky Schools*

Kentucky Key Control System

Step 1: **Diagram and Number**

Step 2: **Collect All Keys in Envelopes**

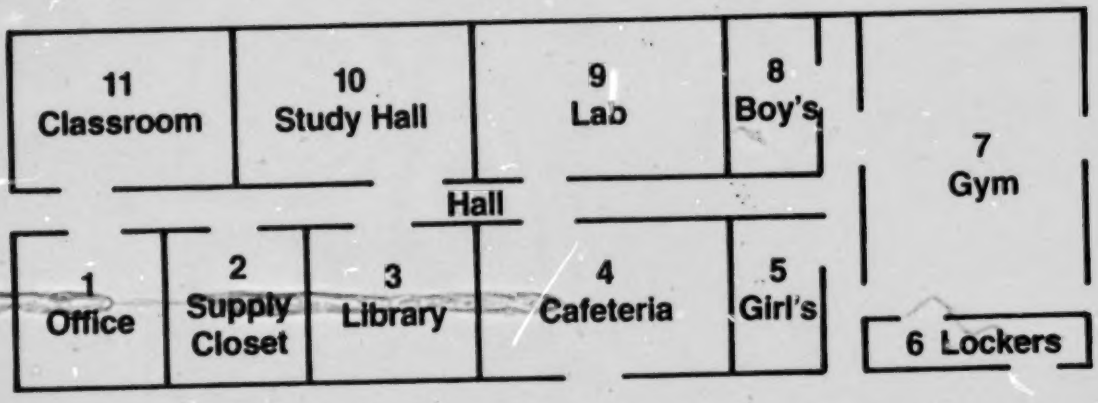
Step 3: **Index Keys**

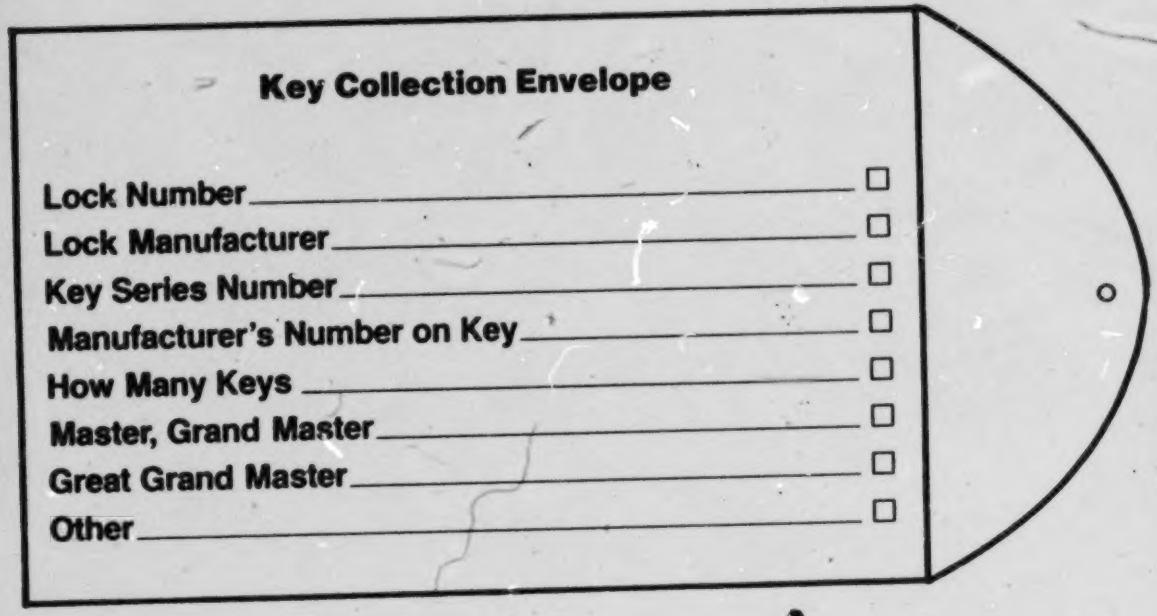
Step 4: **Tag Keys**

Step 5: **Key Locker**

Step 6: **Issue a Signed Receipt**

Diagram and Number System for Key Control




Key Collection Envelope
Lock Number
Lock Manufacturer
Key Series Number
Manufacturer's Number on Key
How Many Keys
Master, Grand Master
Great Grand Master
Other

Key Receipt Tag

No. _____

Keys R'cvd. _____

Date _____

Signature _____

Other Side for Lock Name and Key Series Numbers

Operation Identification

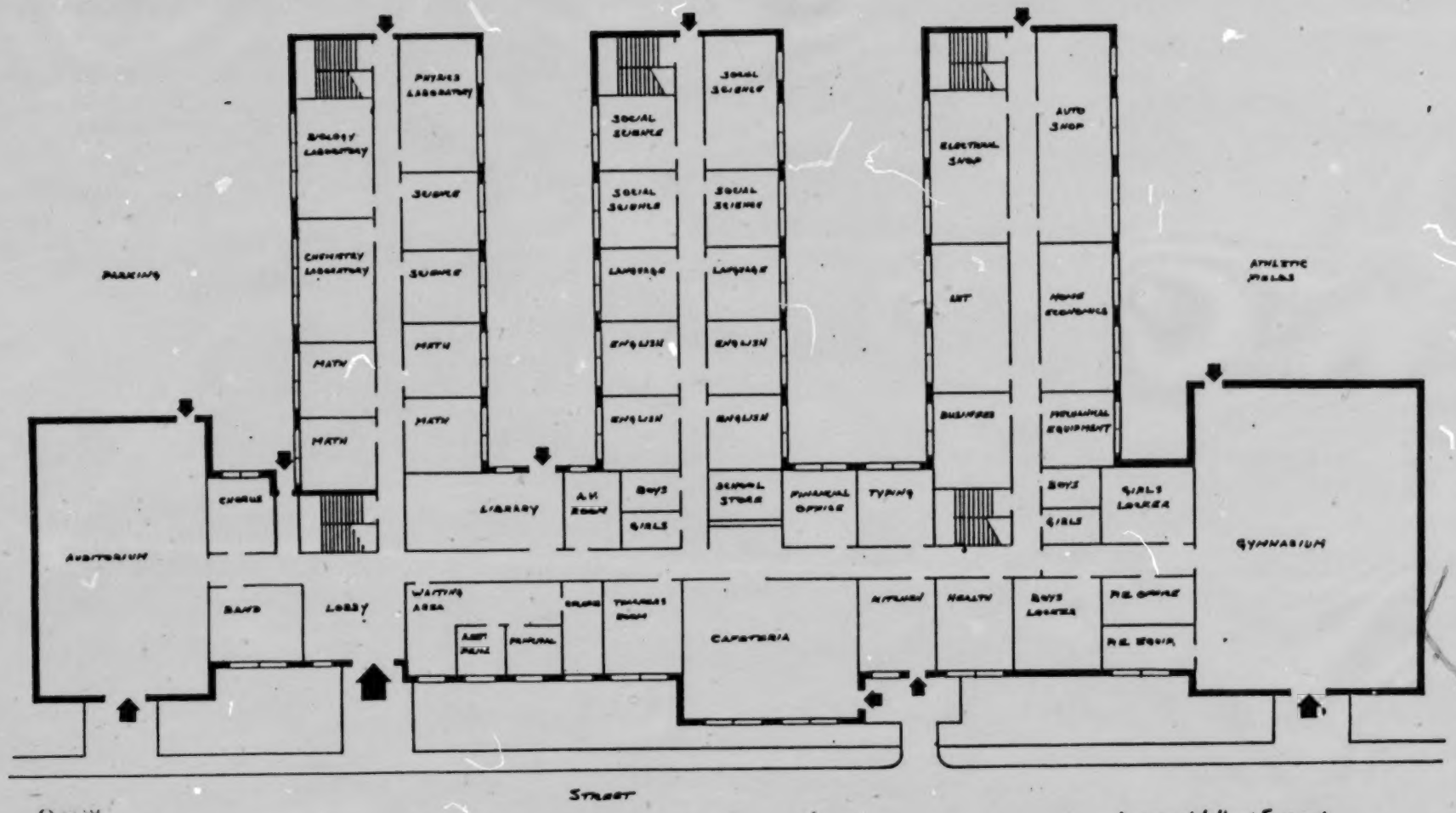
Source: *Vandalism and Theft in Kentucky Schools*

Types of Alarm Equipment

System	*Activated*	Location	*Maintenance*	False Alarm
Audio	*Sound*	Interior only (low level sound areas)	*Much (to adjust sensitivity)*	Many
Sonar	*Movement*	Interior	*Some*	Frequent
Ultrasonic	*Movement*	Interior	*Some*	Some
Electro-Mechanical	*Break-in circuit*	Interior (doors, windows, etc.)	*Little (except foil on glass)*	Few
Capacitance	*Approach Proximity*	Interior	*Little*	Few
Closed Circuit TV	*Visual*	Interior or Exterior	*Little*	None
Photo-Electric	*Light Beam*	Interior Exterior	*Some* *Some*	Few. Many when used outside
Radar	*Movement*	Mainly interior	*Some*	Many
Microwave	*Movement*	Interior	*Little*	Few

Source: Schnabolk, C. Sensible security for an irrational decade. *Buildings*, July 1970.

Transparency 5.3.13

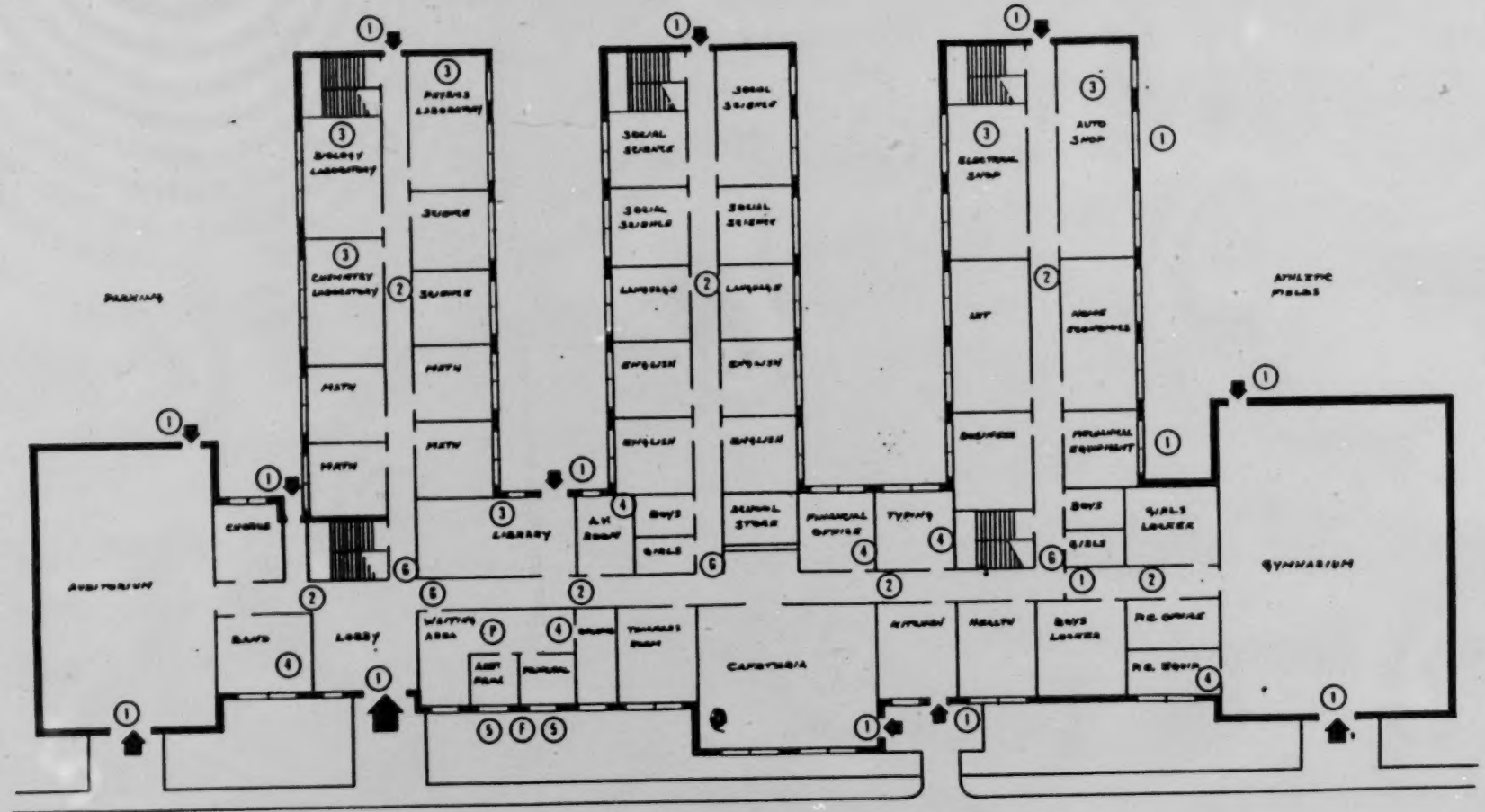


987

ANYTOWN HIGH SCHOOL
FIRST FLOOR
No Scale

988

5.3.14



(6) PULL DOWN GATE
(P) PRESSURE MAT
(F) WINDOW FOIL

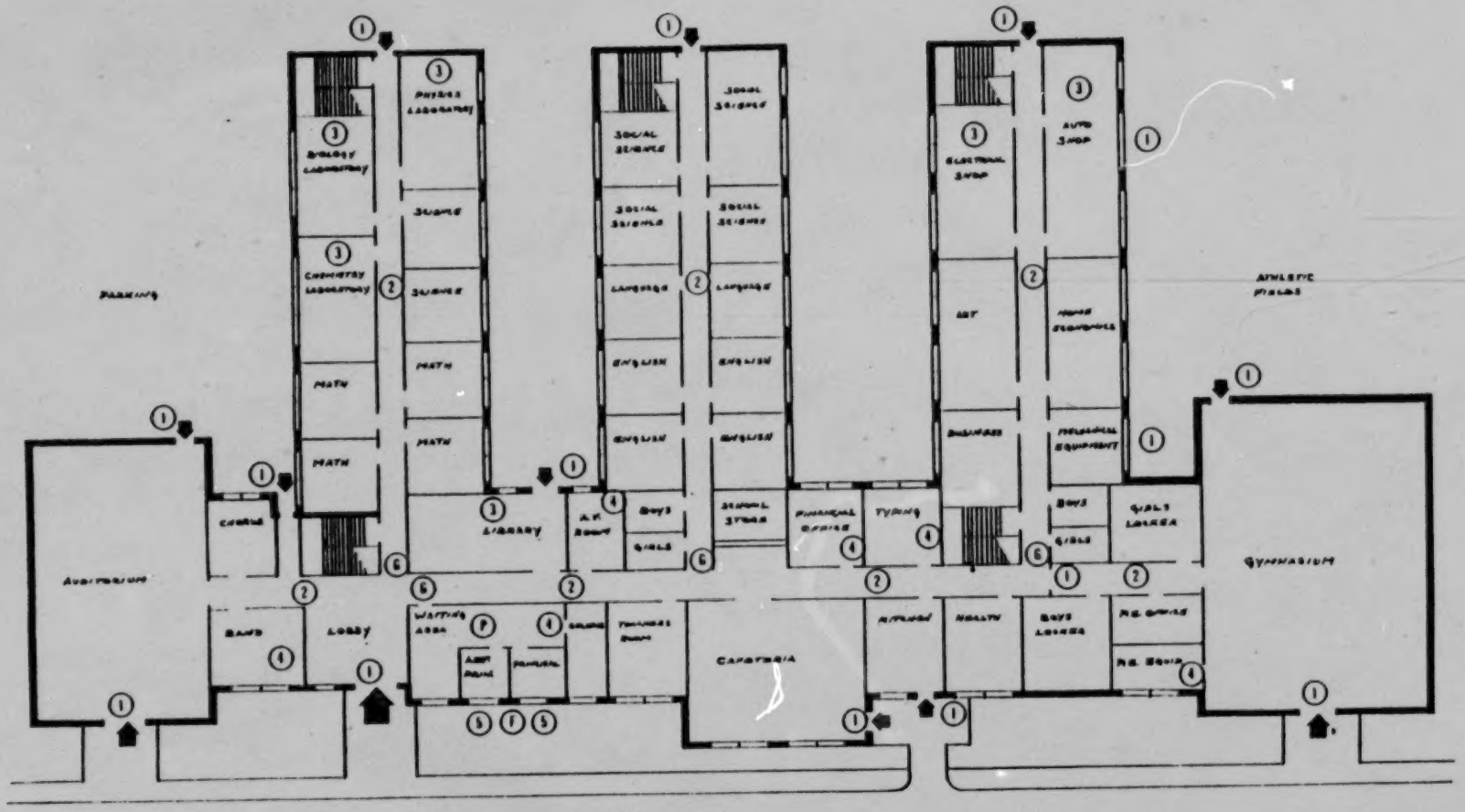
(1) DOOR CONTACTS
(2) INFRARED TRANSMITTERS & RECEIVERS
(3) MICROWAVE TRANSCEIVERS
(4) ULTRASONIC TRANSCEIVERS
(5) BREAKING GLASS DETECTORS

ANYTOWN HIGH SCHOOL
FIRST FLOOR — No Scale

930

SECURITY MEASURES

5.3.15



991

(G) PULL DOWN GATE
(P) PRESSURE MAT
(F) WINDOW FOIL

(1) DOOR CONTACTS
(2) INFRARED TRANSMITTERS & RECEIVERS
(3) MICROWAVE TRANSCEIVERS
(4) ULTRASONIC TRANSCEIVERS
(5) BREAKING GLASS DETECTORS

ANYTOWN HIGH SCHOOL
FIRST FLOOR
No Scale

992

SECURITY MEASURES

Course Agenda by Module

Course 5 - Security

Module 5.3 - Physical Plant Security

Total Time 1 hour and 20 minutes

Module Summary

This module focuses on crime prevention and property protection through physical design. Topics include key control systems, security patrols, inventory control, and alarm systems.

Activity/Content Summary	Time
1. Introduction	5 min.
A. The Offender-Targets-Risk-Effort-Payoff Model (OTREP) Opportunities for crime can be eliminated or reduced by considering such elements as type of target, risk, effort required, and potential payoff to the offender.	
B. Components of Plant Security Components include design issues, key control, inventory control and operation identification, security patrol at night and on weekends, and alarm systems.	
C. Needs Assessment The importance of developing a systematic approach to identifying security needs is presented.	
2. Crime Prevention Through Physical Design	10 min.
A. Doors Good security applies to both interior and exterior doors; doors should be thought of as a closing/locking system.	
B. Windows Sliding windows and casement windows present different security problems.	

Activity/Content Summary	Time
3. Key Control Systems	10 min.
A. Preliminary Comments Strict control and maintenance of all keys is essential to school security. Maintaining control of who has access to keys is also very important. The Kentucky Key Control System is presented.	
B. Step 1: Diagram and Number Keys	
C. Step 2: Collect All Keys in Envelopes	
D. Step 3: Index Keys	
E. Step 4: Tag Keys	
F. Step 5: Key Locker	
G. Step 6: Issue Key with a Signed Receipt	
H. Other Key Control Systems	
4. Use of Security Patrols for Nights and Weekends	5 min.
A. Personnel Qualifications Performance requirements of security personnel are becoming more demanding.	
B. Patrol Procedures Some suggested guidelines for effective patrol are introduced.	
5. Inventory Control and Property Identification	5 min.
A. Inventory Control An itemized list of all school equipment should be maintained and a physical accounting of each listed piece should be conducted routinely.	
B. Operation Identification Marking each inventoried piece of equipment with an identification number is an effective way of deterring crime.	
BREAK	

Activity/Content Summary	Time
6. Alarm Systems	40 min.
A. Equipment Overview	
B. Simulation of Planning Selection and Layout	
Description of hypothetical school Anytown High School; typical security problems; existing security system; possible additional security hardware for arson prevention, intrusion detection, motion detection, acoustic sensing, and remote monitoring.	
C. Resource Material	
A NSRN Resource Bulletin is available on alarm systems.	
7. Conclusion	

Materials/Equipment	Sequence/Activity Description
Overhead projector Screen	1. Introduction (5 min.) A. The Offender-Targets-Risk-Effort-Payoff-Model (OTREP) Trainer should make the following points: o The primary objective of plant security should be deterrence. Objectives to identify and apprehend offenders should be secondary. o Thus, the important question is, what can be done to discourage the offender or eliminate opportunities for crime? o A criminal opportunity can be thought of as consisting of four components: - Targets--What is there in the school that offenders would want to steal (or vandalize)? - Risk--What factors reduce the risk to him or her? - Effort--What obstacles does he or she face, and what level of effort is required of him or her. - Payoff--What is his or her incentive? o Trainer should ask participants to suggest specific targets, risks, efforts, and payoffs from their own experience. o A successful plant security program eliminates opportunities for crime by removing targets, increasing risk of surveillance and apprehension, placing obstacles between the offender and the target, and reducing the reward value of or satisfaction with the criminal act.

Materials/ Equipment	Sequence/Activity Description

B. Components of Plant Security

Trainer should make the following points:

- This presentation will discuss the OTREP perspective, that is, a look at the Offender, Targets, Risk, Effort, and Payoff, by covering five components of plant security.
  - (1) Design of doors and windows and other building access points
  - (2) Key control and locking procedures
  - (3) Inventory control
  - (4) Security patrol
  - (5) Alarm Systems.
- The first four topics will be covered briefly, for there are a number of background resource materials available to you that cover these topics in detail. The last topic, alarm systems, will be covered in depth. You will be shown some considerations in planning and laying out an alarm system in a cost-effective manner.

C. Needs Assessment

- As you begin to think about your school's security, it is essential to develop a systematic procedure for identifying your security needs. To assist you in this process, we have developed, with the assistance of Jaycor, an international security consulting organization, a fairly comprehensive checklist of items or events to be considered in evaluating a particular school.
- Physical Plant Security Survey Forms are included in your Participant Guide to help you in this process.

Background Materials 5.3.1, Physical Plant Security Survey Form

Materials/ Equipment	Sequence/Activity Description

2. Minilecture Using Transparencies: Crime Prevention Through Physical Design (10 min.)

Overhead projector

Screen

Trainer makes the following points:

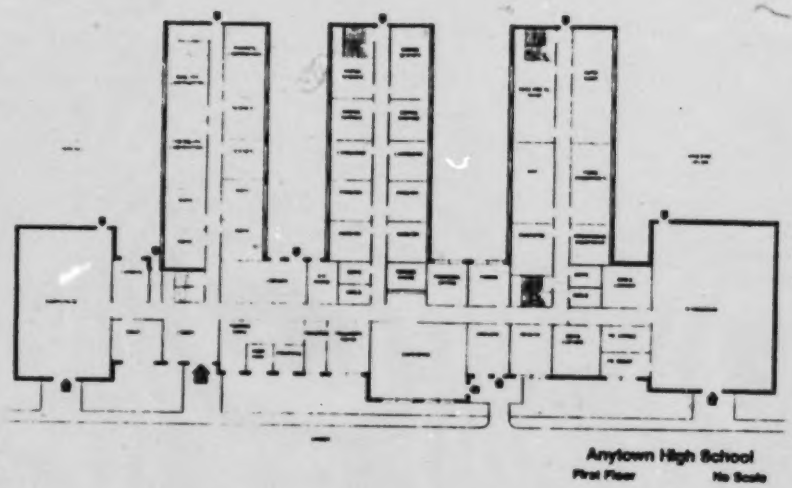
- The first component of physical security we are going to look at is building access--doors and windows.

A. Doors

Good security applies to both exterior and interior doors. Entrances should be protected against intrusion, but it is also necessary to think of interior doors as additional barriers. If an intruder successfully enters the school building, the design of interior doors can delay his or her progress until the police can respond to a silent alarm.

Transparency 5.3.1

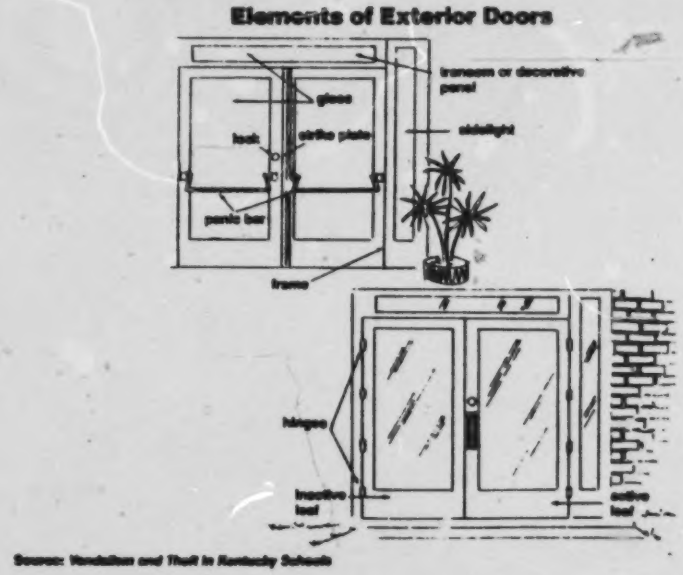
Trainer should show Transparency 5.3.1, pointing to the entrances and doors as he or she refers to them, while making the points below:



- Exterior doors include the main entrance, side entrances, delivery entrances, gymnasium and auditorium entrances, workshops, and the mechanical equipment room.

- Exterior doors can be thought of as closing systems consisting of many elements, such as the frame, the lock, the strike plate, and the glass.

Materials/ Equipment	Sequence/Activity Description
Transparency 5.3.2	Show Transparency 5.3.2 and make the points below.



- Vulnerability of door elements. Each element must be checked for intrusion vulnerability and safety at fairly regular intervals.
- Is locking hardware in proper working order? The key may be worn, the lock may fit loosely, the bolt may not extend into strike when locked, or the push bar may not operate.
- Is the framework strong and tight-fitting? The frame may be loose or cracked at the strike.
- Is the strike plate secure? It may have thin-gauge metal or fit loosely to the door or have simply worn down.
- Is the glass burglar-resistant? The glazing in the door and sidelights should be nonbreakable within 40 inches of a lock that can be opened from the inside. Perhaps the glass can be pried out if it's nonbreakable.
- Can the door be bypassed through a transom or decorative panelling? The transom or its glass may be removed easily.

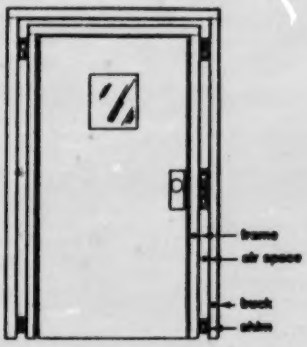
Materials/ Equipment	Sequence/Activity Description

- Can hinge-pins be removed from the outside? Perhaps the hinge is not securely fastened to the door or frame.
- Is the inactive leaf of a double door secure? The inactive leaf may not be locked at the top and bottom. Flush bolts may not extend into strike. Perhaps there is too much space between the double doors.

Transparency 5.3.3

Show Transparency 5.3.3 and make the point below:

Correcting Frame Weaknesses



Source: *Vandalism and Theft in Kentucky Schools*

Strengthening the frame

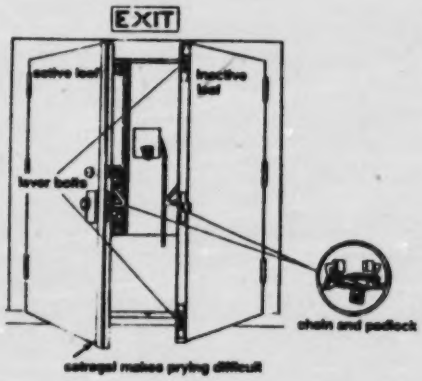
- Door frames can be strengthened with bolts about 4 inches above and below the strike plate. Shim or grouting can be used to fill the air space between the jamb and back. The frame can also be strengthened by installing a strong strike plate with at least 2½-inch screws.

Transparency 5.3.4

Show Transparency 5.3.4 and make the points below:

Materials/ Equipment	Sequence/Activity Description

Double Door Weaknesses



Source: *Vandalism and Theft in Kentucky Schools*

Double door weaknesses

- One of the problem with double doors is that often just by shaking the two doors the bolt will bend or the slide is prevented from protruding into the catch. Many schools, as a matter of practice, chain and padlock the push bars of fire exits when the school is closed. In lieu of chains, an astragal can make prying more difficult and lever bolts are more difficult to force.

Resource Material 5.3.1

- Trainer should refer to resource document, 5.3.1, "Vandalism and Theft in Kentucky Schools." There are many things that should be taken into account. This resource document covers other door design issues.

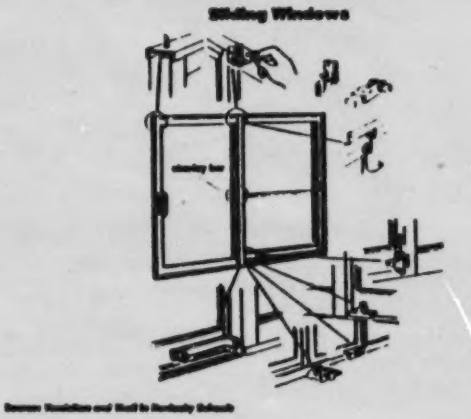
B. Windows

- Windows present such a problem for schools that in many new buildings there are very few windows, or they are very narrow, or high clerestory windows are installed. Also, fewer windows are used for ventilation, i.e., can be opened. The two most common types in schools are sliding and casement windows.

Transparency 5.3.5

Show Transparency 5.3.5 and make the point below:

Materials/ Equipment	Sequence/Activity Description



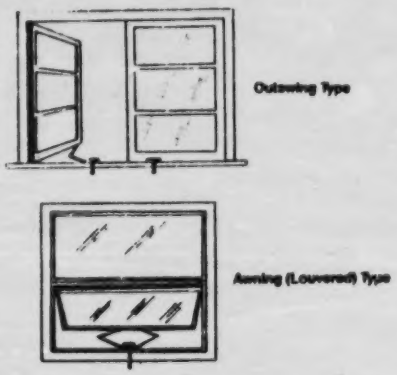
Source: Vandalism and Theft in Kentucky Schools

- o Aluminium sliding windows can often be peeled or lifted out of their tracks. To avoid this, adjustment screws should be tightened and a charley bar (or wooden substitute) can be added. Windows can be pinned and there are a large variety of locking devices available.

Transparency 5.3.6

Show Transparency 5.3.6 and make the points below:

Casement Windows



Source: Vandalism and Theft in Kentucky Schools

- o Casement windows are very difficult to secure. The hardware, operator, or push bars often should be replaced because, as they wear out, the window becomes easier to pry. Push bars can be checked to see if they are loose or bent. Serious consideration should go into permanently closing some first floor windows, particularly if they are not needed for ventilation. Nonbreakable glass can also be inserted.

Materials/ Equipment	Sequence/Activity Description

Trainer should refer to Worksheet 6.2.1 (used for module 6.2, Assessing Environmental Design).

- o Worksheet 6.2.1, Design Checklist for Evaluating School Environments, is helpful in assessing the vulnerability of physical design features in the school.
- o This checklist focuses only on physical design features in a school and hence differs from the more general security checklist form earlier included in your Participant Guide.

3. Minilecture Using Transparencies: Key Control Systems (10 min.)

A. Preliminary Comments

Trainer should make the following points:

- o Strict control and maintenance of all keys is essential to school security.
- o Maintaining control of who has access to keys presents school administrators with a complex problem and constitutes one of the weakest links in building security.

Transparency 5.3.7

Show Transparency 5.3.7 and make the point below:

Kentucky Key Control System

Step 1: Diagram and Number

Step 2: Collect All Keys in Envelopes

Step 3: Index Keys

Step 4: Tag Keys

Step 5: Key Locker

Step 6: Issue a Signed Receipt

Materials/ Equipment	Sequence/Activity Description

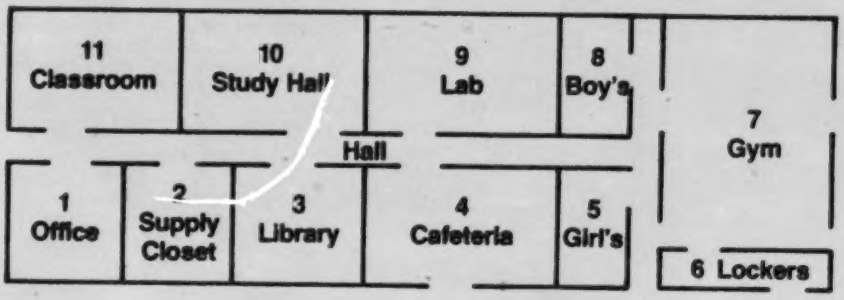
- This key control system is suggested for use in all Kentucky schools. If you are interested in implementing such a system, there are six steps to be taken.

B. Step 1: Diagram and Number Keys

Transparency 5.3.8

Show Transparency 5.3.8 and make the points below:

Diagram and Number System for Key Control



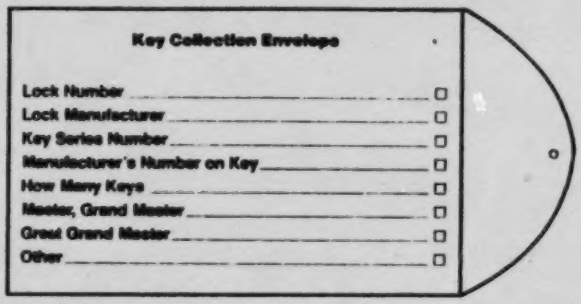
- In Step 1, make a complete diagram with each lock (doors and cabinets) indicated.
- Assign a number to each lock, such as 1-1, 1-2, and 1-3.

C. Step 2: Collect All Keys In Envelopes

Transparency 5.3.9

Show Transparency 5.3.9 and make the points below:

Materials/ Equipment	Sequence/Activity Description



- In Step 2, an envelope should be provided for each set of keys, numbered by lock.
- Include all of the information shown.
- Make a note of any lock which must be replaced or rekeyed.

D. Step 3: Index Keys

- In Step 3, transfer the information on the Key Collection Envelopes to 3 by 5 index cards.
- This provides a backup record for your system.

E. Step 4: Tag Keys

- In Step 4, tags should be completed for each key.
- One key per tag.

F. Step 5: Key Locker

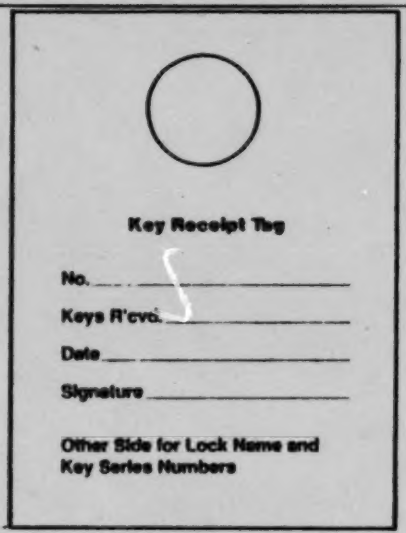
- In Step 5, a key locker should be secured on the wall of the principal's office or another designated administrator.
- Assign one hook for each set of keys, numbered by lock.
- Provide a separate hook for each master key.

G. Step 6: Issue Key With a Signed Receipt

Transparency 5.3.10

Show Transparency 5.3.10 and make the points below:

Materials/ Equipment	Sequence/Activity Description



- In Step 6, for each key issued (assigned or loaned temporarily) a receipt tag should be completed and signed by the borrower.
- The receipt tag is then hung on the hook from which the key is taken.
- When the key is returned, the receipt tag is removed. It can be given to the borrower or discarded.

H. Other Key Control Systems

- Once a system like this has been set up, it provides a very sound key control operation.

(NOTE: Lock companies and manufacturers of key lockers often furnish key collection envelopes and key tags.)

Resource Material R5.3.2

- A number of other key and lock control ideas are available in an NSRN T/A Bulletin (R5.3.2). For example, ideas such as transferring locks between schools are covered.

A GOOD IDEA - TRANSFERRING LOCKS

Seattle, Washington, and Portland, Oregon, have been involved in key and lock exchange programs for some time, for example:

- When one of the master keys for Seattle's gym locks was stolen, nearly 3,000 of the affected locks were traded for the Portland school system's different locks and master key.

- According to the director of the Office of School Safety for the New York City Public Schools, whenever a school in one district (e.g., the Bronx) is identified as needing new locks in the high risk areas because keys have been stolen, duplicated, etc., and a school in another district (e.g., Manhattan) is identified as having a similar problem, the locks from the affected schools in the Bronx are switched with the locks from the affected school in Manhattan. No new locks are purchased, and the locks can be removed and installed by the maintenance staff. Therefore, no costs are accrued for new equipment, and labor costs are reduced by using existing staff.

4. Minilecture: Security Patrols for Nights and Weekends (5 min.)

Trainer should make the following points:

A. Personnel Qualifications

- Within the past decade it has become commonplace for schools to hire special security personnel for nighttime and weekend patrols. They are generally charged with patrolling parking lots and building zones. Typically they are equipped with vans and portable radios to cover many schools during an 8-hour shift.

- The performance requirements of a security patrol person can be extensive. For example the Fairfax County public schools system in Virginia expects security people to be able to repair damages due to break-ins. Additionally, they must--

  (1) Have sufficient knowledge of the county road system to assure finding the shortest or quickest route to a school experiencing an intrusion alarm

  (2) Coordinate the response of police units to seal off escape routes

  (3) Detain trespassers without the use of force.

  (4) Conduct constant surveillance of electronic console for sound, visual, and recorded data on instrusion alarms

  (5) Test alarm systems and diagnose problems

  (6) Have a thorough knowledge of laws on trespassing, breaking and entering, vandalism, and other laws related to property protection

(7) Inspect patrol vehicles and avoid backing maneuvers whenever possible.

- Some school districts make sure that security personnel are provided inservice training, using experts in child protection, juvenile court relations, and youth counseling. For example, the Wichita, Kansas, public schools system conducted summer seminars lasting 12 days covering such topics as crime prevention, first aid, handling disturbed persons, police procedures, State statutes and city ordinances, and student rights.

B. Patrol Procedures

- Many of the larger school systems assign one or more individuals to each school.
- Many jurisdictions use roving patrols.
- If roving patrols are used, it is desirable to vary the schedule of visits so that offenders will be unsure when a patrol unit will appear. Scheduling information should be kept confidential, not circulating beyond the patrol members and the supervisor.
- In most school districts, school alarms cannot be turned on from a control station, so they must be activated at the school sites.
- The roving patrol member can perform this duty if, as a matter of policy, it is not the responsibility of the custodian before he or she leaves for the day.
- Vestermark and Blauvelt, in their book, Controlling Crime in the School, stress the need for aggressive patrolling, being constantly alert to potential trouble. They also stress the importance of making an effort to develop a cooperative relationship with young people who live in the vicinity of the school and to establish formal communication lines with community leaders and, of course, the police.
- The police can support school patrol units several ways. The Broward County, Florida, school board in fact allows the use of school buildings by the police in the evening. The police have keys and adopt inside spaces as their temporary office. Merely having a police car parked in front can serve as an adequate deterrent to would-be vandals or burglars. The police are often called to assist in searches for intruders.

Materials/ Equipment	Sequence/Activity Description

- In the Seattle school system, when a patrol member discovers evidence of a break-in, the police are called. They come with dogs because the search is faster and less dangerous.

5. Minilecture Using Transparency: Inventory Control and Property Identification (5 min.)

Trainer should make the following points:

A. Inventory Control

- An itemized list of all school equipment should be maintained, and periodically a physical accounting of each listed piece of equipment should be conducted. This applies also to expendable school supplies.

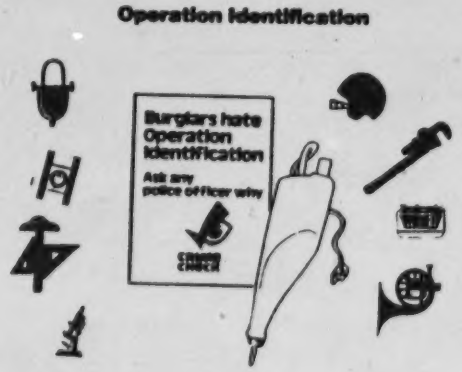
- We have entered the age of electronics. In the Houston school system, their inventory of electronic devices, such as TV's, radios, etc., totaled about 5,000 in 1970. In 1978, the number increased to over 23,000 items of electronic equipment.

- Unfortunately, too many schools are careless in keeping accurate records. Some school security specialists, in an attempt to assess the cost-benefit of crime prevention measures, have been frustrated with poor recordkeeping on the part of the administration.

B. Operation Identification

Transparency 5.3.11

Show Transparency 5.3.11 and make the point below:



Materials/ Equipment	Sequence/Activity Description

- o A very effective way to reduce the payoff or value of a stolen item for the offender is to permanently mark each inventoried piece of equipment with an identification number. The Kentucky school system engraves all equipment with KY and the Kentucky sales tax exemption number assigned to each school district by the Department of Revenue. An abbreviation of the school's name is also added. The local police department will loan free of charge the use of an engraver and warning stickers to be placed on doors and window.

BREAK (10 min.)

Trainer announces that there will be a 10 minute break. When the audience reconvences, alarm systems will be covered in detail.

6. Minilecture Using Transparencies: Alarm Systems (40 min.)

Trainer should make the following points:

A. Equipment Overview

- o In this last part of the session, we will show you how to go about planning the selection and location of alarm devices, using the floor plan of Anytown High School showing the devices.

- o First a quick overview of types of devices.

Transparency 5.3.12

Show Transparency 5.3.12 and make the point below:

Types of Alarm Equipment

System	Activated	Location	Maintenance	False Alarm
Audio	Sound	Interior only (low level sound areas)	Much (to adjust sensitivity)	
Sonar	Movement	Interior	Some	Many
Ultrasonic	Movement	Interior	Some	Frequent
Electro-Mechanical	Break-in circuit	Interior (doors, windows, etc.)	Little (except foil on glass)	Some
Capacitance	Approach Proximity	Interior	Little	Few
Closed Circuit TV	Visual	Interior or Exterior	Little	Few
Photo-Electric	Light Beam	Interior Exterior	Some Some	None Few. Many when used outside
Radar	Movement	Mainly Interior	Some	Many
Microwave	Movement	Interior	Little	Few

Source: Schneidath, C. Sensible security for an institutional decade. Buildings, July 1975.

Materials/ Equipment	Sequence/Activity Description

Trainer should spend 2 minutes identifying each listed device, explaining how it differs from the others.

Handout 5.3.1, Security Measures Taken

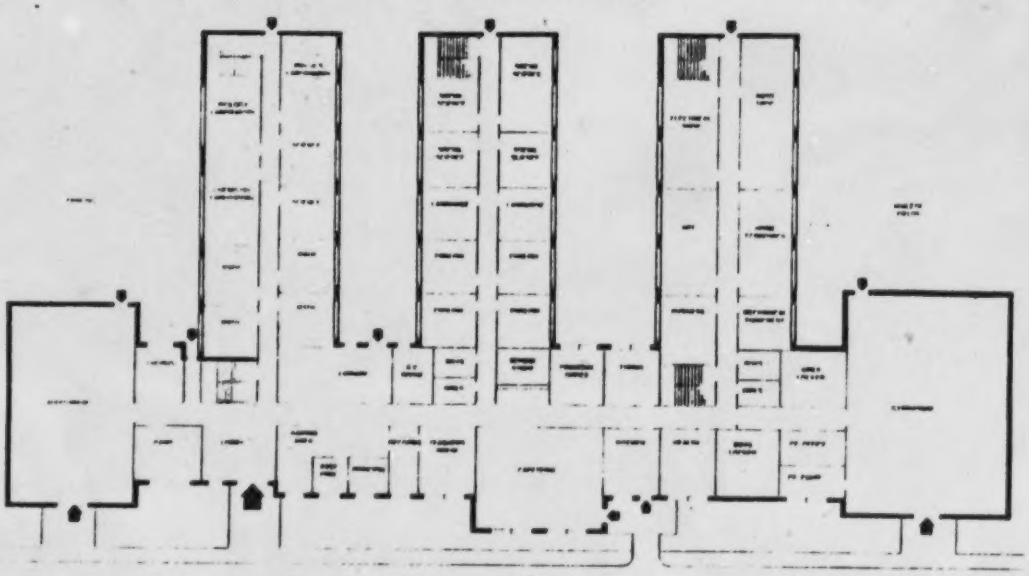
Trainer should refer to Handout 5.3.1, Security Measures Taken, and make the points below:

- o A survey conducted in 1977 by the "School Product News" shows the security measures taken and the average cost. It is interesting to note not so much what is used, but what is not used. For example:
- o Less than 1 percent of the schools have closed-circuit television.
- o Six percent use door or window intrusion protectors.
- o Only 4 percent use an alarm that is audible on site.

B. <u>Simulation of Planning Selection and Layout</u>

Transparency 5.3.13

Show Transparency 5.3.13 and make the points below:



Anytown High School
First Floor No Scale

Materials/ Equipment	Sequence/Activity Description

(NOTE: The following script should be considered by the trainer as suggested statements that can be expanded or modified as he or she sees fit. As the statements (descriptions) are made, the trainer should point to the graphic display. For example, show where the devices are.)

Description of School

- Anytown High School, a make believe school, has a population of 3,000 students. It is bordered on three sides by streets with the rear grounds adjacent to a wooded park. The two-story school building has an auditorium at one end and a gymnasium at the other.
- The school has four double loaded corridors on the first floor. People enter and leave the building from eight points. There are also several emergency exits that are used.
- The building has three wings, each with an exterior stairwell.
- The two rear courts have attractive landscaping. The court with the entrance to the library is used mostly as a thoroughfare, whereas the other has been adopted by students as a gathering area because of its inaccessibility from inside the school.

Trainer gives problem description.

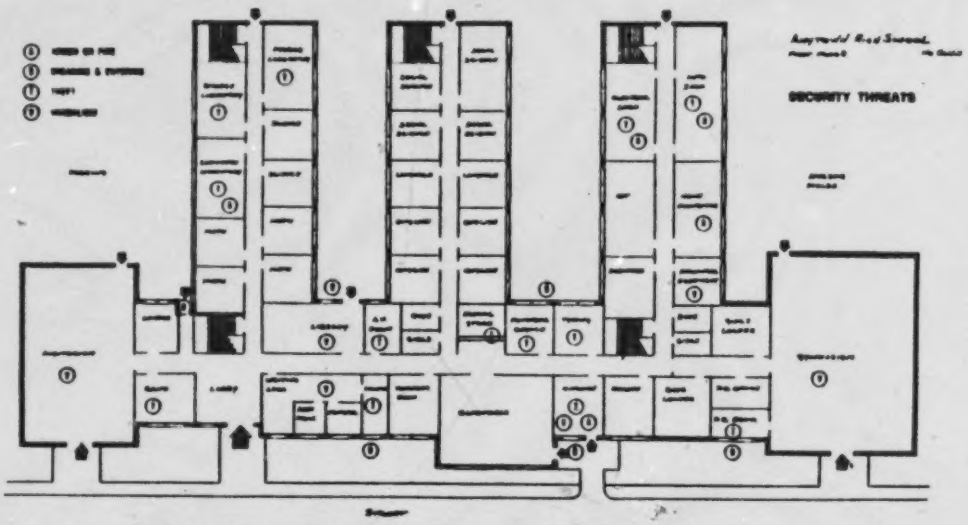
(NOTE: The trainer can adopt the Socratic method. He or she can ask the audience what design problems or weaknesses they see. For example, do they see any security problems with the location of exterior doors? the location of windows? etc. Trainer can then cite design weaknesses not raised by the audience. Trainer should also feel free to expand or modify the problem description.)

Problem Description

Transparency 5.3.14

Show Transparency 5.3.14 and make the following points:

Materials/ Equipment	Sequence/Activity Description



- Following the break-in into the records room, all windows in the administration area were foiled and a pressure grate was put under the carpet by the entrance to the waiting room. A box with a local bell alarm was installed just outside the lobby.

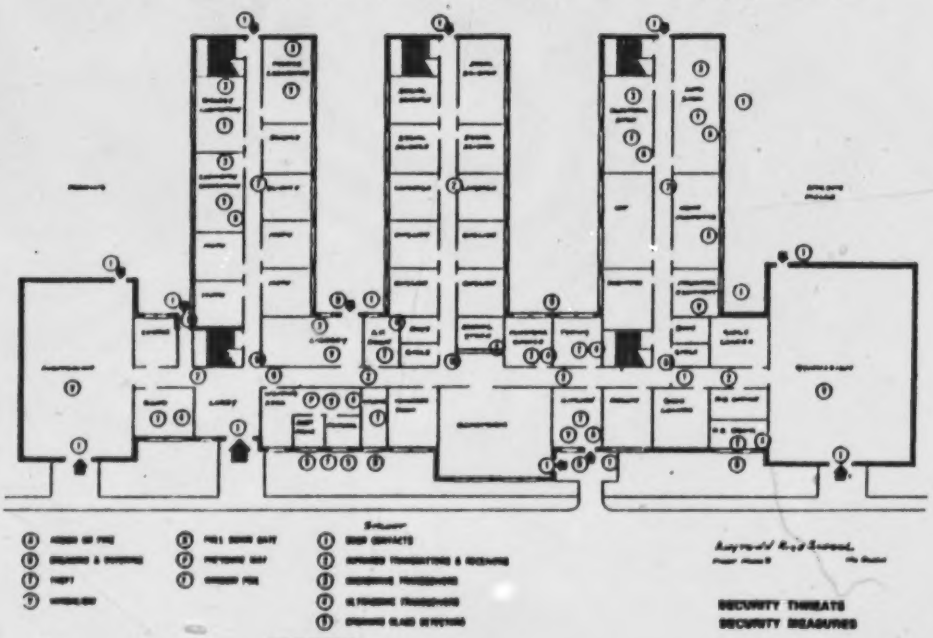
- There is also a 10:00 p.m. to 6:00 a.m. security patrol unit that drives around the school every few hours.

Possible Additional Security Hardware

(NOTE: Trainer can modify, expand suggested statements.)

Transparency 5.3.15

Show Transparency 5.3.15 and make the following points:



Materials/ Equipment	Sequence/Activity Description

o There are a number of devices that can be installed that would further protect the school yet not cost a great deal:

(1) Arson Prevention

- Heat and rate-of-rise detectors (less than $4 per unit) can be installed in each room and tied into the existing fire-pull system.

- Smoke detectors ($60 per unit) either photo-electric or ionization, can be located 30 feet on center in the corridors. Smoke detectors ($80 per unit) can also go into the air ducts, one in each building wing or zone.

- Only heat and rate-of-rise detectors should go in the individual rooms because smoke is typically a byproduct of normal activities, such as cigarette lighting, motors, bunsen burners, etc.

- The records room can be sealed off with a fire door and a new layer of sheetrock ($6 per sheet) to withstand extreme heat. The window might also be covered since it is not used.

- The kitchen can have a halagon extinguishing system. Although expensive (about $1,000 installed), grease fires can be put out instantly without harming people or property in the process.

(2) Intrusion Detection

Magnetic door contacts (less than $10 per contact) can be installed in all building entrances, including the double doors to the mechanical equipment room and the overhead doors to the automechanic shop.

- Balanced magnetic contacts, while more difficult to defeat, are much more expensive (about $140 per contact).

- Building entrances can also have electric dead-bolt or, for the fire exits, strike systems. All exterior doors can then be electronically monitored and, in case of fire, will unlock automatically.

- Because foil tape does not send out an alarm if the tape wire is not severed when glass is shattered or cut, broken glass detectors (about $12 per device) can be attached to the existing foil wiring system.

(3) Motion Detection--For instance, where the intruder successfully enters the building, undetected, passive infrared devices (about $150 a set) can be installed in the four major corridors on the first floor. Microwave transceivers (about $100/unit) can go in large rooms that require special protection, such as the laboratories and workshops. The transceivers should go on the ceilings directed towards the floors because the signal penetrates walls and glass, hence, would respond to outside events. However, microwave transceivers should not go in rooms with motors running or other sound producing elements when the school is closed. Microwave units might also go in the auditorium and gym but several would be required, and theft in these areas is not a problem.

Ultrasonic motion detectors (about $80/unit) can go in smaller rooms that require special protection, such as the financial office or the administration area.

In addition to using pull-down gates, the school zones can have independent key switches so that the alarm system in a given area can be turned off by a custodian or administrator while the zone is in use.

(4) Acoustic Sensors--Since the school has a public address system, an amplifier can be included in new two-way speakers (less than $40/speaker). The speakers can then convert a preestablished sound level into an alarm. However, the new speakers should not go near areas where normal sound levels may mask sounds from those of an intruder (workshops, mechanical equipment room).

Acoustic sensors can be set up to differentiate typical motion sounds (footsteps, paper rustling) from outside noises, compressors, fans, and other sources.

Materials/ Equipment	Sequence/Activity Description

(5) Remote Monitoring--Conventional fire alarm panels usually have a barrier strip with unused contact points for the new equipment, so that when a fire or intrusion alarm is triggered an outside station is notified. However, all the present system indicates is that a circuit has been broken. Which alarm device and where in the building is not known.

If another barrier strip with double pull, double throw relays is installed in the panel, then the individual who receives the call can determine type of device and location. Moreover, he or she can track the pattern of movement through the building as other alarms are activated. Thus, an additional barrier strip (less than $10 for materials) permits incoming signals to be taken out for remote monitoring.

An automatic telephone dialer (less than $200) can transmit messages simultaneously to several outside stations. If an authorized person unintentionally activates the dialer, a feature delays the call for half a minute so that the call for assistance can be aborted.

An alternative is a lease line to police and fire departments (about $2/quarter mile/month) which operates like an answering service except that the lease line is used exclusively for alarm transmission.

Another possibility is to set up a radio communicatio system (about $1,500 for the radio and the antennas). Using available frequencies on existing county police or fire emergency communication channels, a standard VHF or UHF radio used in vehicles can transmit alarms without the liability of power or telephone failure.

A radio communication system can also serve as a backup alarm transmitter to an automatic dialer or lease line.

(NOTE: Trainer can discuss additional tactics. For example: deciding what interior doors should have magnetic contacts; what might be done to secure the interior courts; how a central computer can monitor not only alarm devices but plant maintenance, such as water temperature in the boiler and whether lights are on or off; and whether CCTV is feasible or adds to the security at schools.)

Materials/ Equipment	Sequence/Activity Description

C. Resource Material

Trainer should point out the availability of NSRN T/A bulletins on Lock and Key Control and Alarm Systems.

7. Conclusion

Trainer should answer questions from the group on any of the areas covered.

SECURITY MEASURES TAKEN

SECURITY MEASURE	1975-76		1976-77	
	Percent	Average Cost	Percent	Average Cost
Closed Circuit TV	0.3%	---	0.6%	$11,000
Media Center	4.6	$ 4,740	2.6	20,208
Locks:				
Classroom	25.7	1,409	17.4	1,576
Equipment	20.0	1,459	11.4	1,624
Storage	22.0	834	12.6	1,062
All Locks	29.7	2,064	20.3	2.524
Personal Alarms	3.1	1,911	1.1	583
Intrusion Detectors:				
Door/Window	11.1	4,193	6.0	5,910
Motion Detectors	18.0	7,499	12.6	9,921
Sound Detectors	16.9	12,351	11.7	14,804
Other	2.3	50,024	2.9	41,634
All Intrusion Devices	34.9	11,402	24.3	17,665
Intrusion Alarms:				
Audible on Site	6.9	4,602	4.0	1,147
Automatic Telephone Dialer	9.7	2,416	5.1	1,804
Direct Line to Police	15.1	2,316	12.9	1,979
Monitoring Station	14.0	9,640	10.3	10,627
All Intrusion Alarms	37.1	4,424	25.4	5,466
Fire/Smoke/Heat	16.0	10,205	11.4	5,115
Guards:				
Agency Contract	10.9	18,052	9.7	12,598
Directly Employed	19.7	77,513	16.9	74,921
Night Custodian	23.7	15,655	15.7	17,507
Other	4.0	47,700	6.0	24,872
All Guards	48.3	43,459	39.4	44,793
Vandalism-Resistant Windows:				
Plastic Glazing	39.4	4,512	30.0	5,327
Other Glazing	3.4	2,651	2.9	3,620
Other Windows	2.6	190,028	2.3	26,906
All Vandalism-Resistant Windows	41.4	---	33.1	---
Special Lighting	38.3	2,644	26.6	2,095
Fencing	20.3	6,276	11.1	6,955
Other	4.6	21,897	3.1	17,798

Source: School Product News, June 1977.

Course 5 - Security

Module 5.3 - Physical Plant Security

Background I-D 5.3.1

Background Materials

PHYSICAL PLANT SECURITY SURVEY FORM

The Security Survey

Survey Tools

General Considerations

Specific Considerations

- The Existing Security System
- Facilities
- Buildings and Grounds
- Emergency Procedures and System Checks

General Security Solutions

- Intrusion Protection Devices
- Safes and Vaults
- Alarm Systems

THE SECURITY SURVEY

In surveying the school's security system, the types of possible security breakdowns and their causes, both human and environmental, should be kept in mind.

Survey Tools

- Survey forms
- Site plot, building plan, floor plan
- Pens, pencil, sharpener
- 6 inch ruler/straightedge
- Measuring tape (minimum 12 inches)
- Measuring wheel
- Voltage tester
- Tape recorder, blank tape
- Camera, film, batteries
- Quadrille pad
- Survey forms
- Pocket calculator, battery
- Screwdriver
- Magnifying glass

General Considerations

1. How is the school organized? What are the functional lines of authority?
2. Where does security fit into the organization?
3. How does the school administration feel about security? How important is it considered to be?
4. Have other previous surveys been conducted? Why? When? By Whom? Were they acted upon?
5. What is the nature of the relationship between the police and the school and its security director?

Specific Considerations

In observing the following external and internal equipment and situational factors, consider their suitability, effectiveness, and maintenance procedures.

The Existing Security System:

1. Are there established procedures for maintaining security?

   Are there written materials describing these procedures?

2. Have there been security problems in the past?

   How were they handled?

   Has any member of the school staff been trained in security awareness?

3. What is the existing alarm system?

   What is its technical objective?

4. Is it a local, central station, or police alarm system?

   Is it supervised?

5. Is it random-pulsed?

   Can alarm line be compromised?

   How easily?

6. How would local authorities respond?

   How soon?

   How is the system maintained and tested?

7. Where is the equipment located?

   What kind of cover is needed for the conduit--a rigid or flexible metal cover or a plastic snap-on cover?

8. How does the existing system interface with any new components being considered?

   For instance, what voltages and frequencies are available?

9. Is there a night custodian/guard?

   If not, is one needed and what would be required to accommodate one?

10. How and where are valuables stored?

11. What is the internal communication system?

    Is there a personal identification system?

12. What is the procedure for visitors?

    How and where do they enter?

Facilities:

13. Where do telephone lines enter the building(s)?

14. Does the school have radio and television equipment and antenna systems?

15. Who is responsible for maintenance of the building; electrical, heating, and air conditioning systems; and construction?

16. How reliable are local utilities (including fuel system and delivery, water stores, electricity) and food services and supplies?

Buildings and Grounds:

17. What is the geographic location of the school?

    In what type of neighborhood?

18. What are the school boundaries?

    Are they well defined?

19. Does the school own vehicles?

    Are there garages?

20. How many buildings are involved?

    What is their size, height, construction?

21. Is any new construction anticipated?

22. Are there aesthetic considerations in the design of the security system?

23. What is the noise level of the area?

24. What easements and rights of way exist or are needed?

25. What is the condition of the soil and vegetation?

26. What are the existing barriers (e.g., fences, walls, hedges)?

27. How is the site lighted, including exterior building lighting and perimeter and area lighting?

28. Are there warning, instructional, or directional signs?

    How visible are they?

    Are they ever obscured (for instance, by snow)?

29. What are pedestrian and vehicle traffic patterns?

    Where are parking lots located and who uses them?

30. How many interior and exterior doors are there?

    Is the number and size appropriate?

    Are they all necessary?

31. Are the doors equipped with locks?

    Is the quality of the locks appropriate for the doors?

32. How many windows are there?

    Are they equipped with locks?

33. What other openings exist (3.g., roof hatch, coal chute, skylight)?

34. Who is responsible for lock-and-key control?

    Who opens and closes the school?

    By what procedure?

    When?

    Are records kept?

Emergency Procedures and System Checks

1. Do established procedures exist for dealing with the following types of emergencies:

    Civil disturbance?
    Personal threats?
    Personal injury?
    Fire?
    Vandalism?
    Breaking and entering?
    Other emergencies?

2. Are evacuation procedures established?

   Review evacuation plans and routes with all concerned.

3. Are there any fire hazards?

4. Is there an emergency communications system, tested with local authorities (police, hospital, fire)?

5. Are grounds clear of all unnecessary vehicles, equipment, machinery.

   Remove trash and relocate shrubs or trees as necessary.

6. Conduct the following system checks and tests:

   Visually and operationally test the outside infrared system.

   Check proper operation of all inside and outside closed-circuit television systems.

   Work test all walk-through detectors and hand-held transfriskers (metal detectors).

   Operationally check all other electronic security systems, including--

   Smoke and heat detectors
   Ultrasonic detectors
   Door locks and alarms.

   Check standby generator and fuel supply.

   Check site emergency audible (P.A.) alarm warning system (if so equipped).

   Check location and proper fill of all fire extinquishers and fire-fighting equipment.

   Check for proper operation and security of all communications systems:

   Radio, portable and vehicle;
   Telephone;
   Security and fire battery systems.

General Security Solutions

Ensure that all windows, doors, and other openings are protected and supervised.

Alarm contacts should be designed to the level of security required--single-acting (manual reset) or double-acting (automatic reset)--and be of the correct application (electrical and/or mechanical).

Consider the environment. Are interior and exterior systems appropriate? Are they durable, weatherproof, corrosion-proof?

Consider the effectiveness of the conduit/cable system.

Lighting should reduce shadow areas and provide illumination for detection without glare.

Photoelectric cells and time controls are preferred over manual on/off systems.

Can security system components be seen or easily removed? Can they be recessed in the door-frame or wall? Can non-reversible screw fasteners be provided? Conceal and cover terminal contacts.

Consider future building design or entrances to building to be added in future. Will wiring, etc., have to be moved?

What doors, skylights, air-conditioning ducts require magnetic switch contacts? If large, they may require lacing.

Design pull trap devices for through-the-wall or window air-conditioners and their frames. Protect unused plywood space fillers with varnish and pull traps.

Consider out-of-doors systems, e.g., double invisible infrared beams or equipment embedded in concrete foundations to prevent theft or vibration and misalignment. Be cautious of microwave devices that can detect trucks, trains, cars, etc. All outdoor systems should have supervised alarms on their low-voltage circuits. Other outdoor items requiring special consideration include gas pumps, trucks, convevor belts, elevators, and forklifts.

Breaking and entering may occur during understaffed hours, such as opening, closing, holidays, and weekends. Always design the security system to protect life first and then property. Effective preventive measures include motion detectors and other intrusion prevention devices, internal alert signals (phrases or words), emergency alarms, camera (one frame each two seconds, when triggered), closed-circuit television and strobe lights. Motion detectors can be used to back up alarm devices on doors and windows to help prevent defeating alarm systems.

Devise or test substitute systems. Cost-effectiveness--performance and price--should be considered. A remote tone signal generator may be advisable. Different telephone circuits are available. In interlocking systems, if the telephone system fails, other systems will fail also. In "two route" telephone circuits the phone system is separate.

Intrusion Protection Devices

Devices to prevent intrusion may be photoelectric, enfrared, audio, sonic, ultrasonic, radar/microwave, or passive infrared.

Photoelectric devices use white light and may be adjusted to 50- to 500-foot ranges. The use of reflective mirrors reduces the range 25 percent. These devices are visible, and their technology is outdated.

Infrared devices are mounted on rigid surfaces and emit invisible light. Self-contained sensitivity adjustments are nonsupervised. Transmitters and receivers are supervised. Infrared devices can be vulnerable to steam, weather, condensation, snow, etc.

Audio devices may utilize a P. A. system in reverse through microphones over doors and windows. Sound is converted to an alarm signal. Audio devices are not recommended in areas of highway sounds, roof rain, or machinery noise, but are good for safes. Pay attention to Underwriters Laboratories (U.L.) specifications.

Sonic detectors respond to sound, are not U.L.-listed, hurt ears, require earmuffs to test, and are normally electrically driven (thus ineffective in power failure). They can keep firefighters at a distance if the devices cannot be silenced.

Ultrasonic devices respond to movement, operate in the 27 - 47 KHz range, and use solid-state power supplies and amplifiers. Walk-test the entire system each day, watching out for "crawl dead spots." Check antitamper trap covers. The supervised line and bracket traps should also be tested. School management personnel should conduct the walk-test and log results to prevent employee compromise. A normal walk-test has the limitation of testing only the amplifier and wire. Devices may be omni- or one-directional, may be self-contained, and may have master/slave configurations.

Microwave systems are similar to infrared systems. Radar/microwave devices may be omni- or one-directional. The beam can penetrate certain types of walls (such as, sheetrock or glass, but not brick, for instance), thereby detecting movements outside the protected area. They have very little application in school environments, and any FCC frequency law allocation changes may require expensive updating, etc. Microwave must be engineered very carefully to compensate for problems with pumps, wheels, fans, broken fluorescent lamp starters, etc.

Passive infrared devices detect body heat from 50 - 75 feet, but are not effective in areas above 100° F. They must be adjusted for seasonal temperature differences.

Safes and Vaults

In considering safes and vaults, the following factors should be kept in mind. Ninety-five percent of them are fire-safe only. No U. S. safe manufacturer will make reference to its safes being burglar-proof. (One company advertises one of its safes as burglar-proof for 30 minutes.) Most tough-material safes are foreign-made and have not been subjected to U.L. testing. For instance, only frames and doors may be tested. The testing lab may use only conventional burglar tools. It is advisable to install safes at the time the building is constructed so that manufacturing drawings will be available. Outside labels provide information about the safe's construction.

Safes are best protected by--

Wood or masonite construction with foil tape grids inside or outside;
Electrostatic (antenna) field;
Foil and temperature alarms;
Inside air pressure and drop systems;
Hydraulic alarm system, prebuilt in safe and enclosure;
Interior linings taped for U.L. approval.

Alarm Systems:

Use U.L.-listed electric key combination locks to turn the system on and off. Make sure a different combination is used for the alarm system than for other systems. Restrict distribution of the combination among personnel. Measure and record the electrical characteristics of equipment and systems. For instance, some equipment will malfunction during an electrical brown-out. Two-stage systems which briefly delay the main alarm help prevent false alarms.

Alarm company contracts should specify the level of security to be provided and opening/closing supervision. Signals and reports to be made should also be outlined. Be aware of possible additions to basic contract charges:

Taxes;
Permits;
False-alarm fines levied by the city;
Maintenance or refurbishing charges after the first year;
Telephone company charges or regulations;
Interest on past-due accounts;
Insurance company requirements;
U.L. certificates; and
Installation errors.

Warranty, maintenance, and service provisions should be examined. Check references regarding the company's past security work.

Course 5 Security

Module 5.3 Physical Plant Security

Background I-D 5.3.2

Background Materials

Key Control Check List

		Yes	No
1.	Do you restrict office keys to those who actually need them?	( )	( )
2.	Do you keep complete, up-to-date records of the disposition of all office keys?	( )	( )
3.	Do you have adequate procedures for collecting keys from terminated employees?	( )	( )
4.	Do you secure all typewriters, adding machines, calculators, photocopiers, etc., with maximum security locks?	( )	( )
5.	Do you restrict duplication of office keys, except for those specifically ordered by you in writing?	( )	( )
6.	Do you require that all keys be marked "Do not duplicate" to prevent legitimate locksmiths from making copies without your knowledge?	( )	( )
7.	Have you established a rule that keys must not be left unguarded on desks or cabinets--and do you enforce that rule?	( )	( )
8.	Do you require that filing cabinet keys be removed from locks and placed in a secure location after opening of cabinets in the morning?	( )	( )
9.	Do you have procedures which prevent unauthorized personnel from reporting a "lost key" and receiving a "replacement."	( )	( )
10.	Do you routinely obliterate numbers on all keys to prevent unauthorized duplication?	( )	( )
11.	Do you have some responsible person in charge of issuing all keys?	( )	( )
12.	Are all keys systematically stored in a secured wall cabinet of either your own design or from a commercial key control system?	( )	( )
13.	Do you keep a record showing issuance and return of every key, including name of person, date and time?	( )	( )

National School Resource Network

10

National Center • 5530 Wisconsin Avenue, N.W. Washington DC • (301) 654-2550 • Toll Free (800) 638-8090
Eastern Regional Center • 53 Bay State Road, Boston MA 02215 • (617) 353-4554
Southern Regional Center • 58 5th Street N.E. Atlanta, GA 30308 • (404) 872-0296
Midwestern Regional Center • 9 North Michigan Avenue, Suite 1706 Chicago, IL 60602 • (312) 782-5797
Western Regional Center • 18 Professional Center Parkway, San Rafael, CA 94903 • (415) 472-1227

R.5.3.2

Technical Assistance Bulletin

Lock and Key Control Procedures

Summary

Control of access to keys to school buildings and to critical interior areas which are frequent targets for vandals and burglars is a major problem for school administrators and school security personnel. This bulletin describes approaches to lock and key control which have proved successful in Seattle, Washington, and New York City, New York. An example of key control procedures, used by the Fairfax County, Virginia, Public Schools, is also included.

The Problem

Maintaining control over keys is a major problem in building security. Administrators are concerned with providing sufficient access to areas in and about the school for personnel who must work in those areas. However, administrators are also concerned that the lack of proper issuance procedures and care in handling keys will constitute a hazard to the security of the building. Teachers and other staff need frequent access to storage and audiovisual supply rooms. However, individual carelessness is often cited by school security personnel as the major reason for lost and/or misplaced keys to these vital areas and subsequent property loss.

A system of key control, especially for master keys, is essential if adequate building security is to be maintained. However, the system should not be so rigid as to hamper the educational process. If the problem of lost materials and equipment is of such proportion that the educational process is already in jeopardy, strict enforcement of access to keys may be the only answer. However, the effectiveness of school staff may be impaired if they cannot get into areas in the building considered essential to their functioning. Therefore, one must consider the tradeoffs that may be necessary before implementing any system for controlling access to keys.

The Solution

According to Charles O'Toole, Chief of Security for the Seattle Public Schools, the "period of credibility" for any lock and key system averages from two to five years. Within this timeframe, or as the need arises, the lock and key system for any school district should be changed. Accomplishing this task can be quite expensive, particularly if buying new lock systems is the only approach taken. Many school districts are now meeting the challenge through the less costly but equally effective approaches outlined in the following sections.

Exchange Programs

In the State of Washington, several school systems participate in a lock and key exchange program. Periodically, neighboring districts exchange lock cores and/or combination locks to lockers along with all master keys and combination books. This type of program increases the security and credibility of the lock and key system in these districts and is cost effective.

Seattle and Portland, Oregon, have been involved in lock and key exchange programs for some time. For example, when one of the master keys for Seattle's gym locks was stolen, Mr. O'Toole traded nearly 3,000 of the affected locks for the Portland school system's different locks and master key.

Prepared under Grant #79-JS-AX-0019 from the Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, U.S. Department of Justice. Points of view or opinions in this document are those of the NSRN and do not necessarily represent the official position or policies of the U.S. Department of Justice.

According to Henry Branch, Director of the Office of School Safety for the New York City Public Schools, whenever a school in one district (e.g., the Bronx) is identified as needing new locks in high-risk areas because keys have been stolen, duplicated, etc., and a school in another school district (e.g., Mannattan) is identified as having similar problems, the locks from the affected schools are switched. No new locks are purchased, and labor costs are reduced by using existing staff.

A variation on the above can also be accomplished within the same school building. For example, the lock from the audiovisual supply room can be switched with the lock from the materials supply room. Locks from all target area rooms can randomly and periodically be switched by the maintenance staff.

In schools which have "common lock systems" which can be opened by a master key, it is suggested that classrooms with expensive equipment not be a part of the system. Business classes, science labs, vocational education shops, and all classrooms that can be specific targets for theft should have "unique" locks. These locks should not be of the knob mounted key access variety, but instead should be locks with dead bolts or some other more secure mechanism.

Staff Accountability

Many school systems have instituted key control systems that have one staff member, usually the principal, responsible for the issuance and handling of all keys, especially master keys. This approach, although considered rigid by some, has proved quite successful. A distinct advantage of the system is its control over the frequency with which duplicate keys are produced.

In Seattle, only the principal and head custodian of each school have a master key to exterior doors. Teachers are only issued keys to their individual classrooms. Any staff member who needs to be admitted to the building before or after school hours must request permission in advance, and the principal or his or her designee must come back and let him/her in the building. This type of system allows the principal to decide whether it is essential that staff be in the building during nonschool hours. However, such a system makes accessibility to the school facility difficult for those staff who may need frequent access to the building for program purposes.

Regulation 5240 of the Fairfax County, Virginia Public Schools is included as an appendix to this bulletin as an example of key control staff authorization and responsibility.

Key Control Criteria

In their attempt to combat vandalism and theft in the schools, the State of Kentucky lists the following as minimum criteria to be met in the area of key control:

- The responsibility for lock and key control is assigned to an individual
- All file keys and duplicates are kept in a steel key-cabinet, under lock and key
- All keys are maintained and issued with strict supervision, including the requirement that each key issued must be signed for (using key receipt tags)
- Master keys are kept to a minimum and are retained by top administrative personnel only (principal, assistant principal, and maintenance supervisor)
- Appropriate fines or penalties are enforced when an employee loses a key
- Employees are never permitted to have a duplicate key made on their own
- Keys are always collected from employees who terminate or transfer
- All keys are collected and logged at the conclusion of the school year; the key control system is reevaluated and inadequacies corrected before keys are reissued
- Tumblers in vital locks are changed if keys are permanently lost or stolen.

Results

Exchange programs are cost effective in that there is no capital outlay for purchas-

ing new equipment, and minimal costs for labor are incurred by having existing maintenance staff remove and reinstall locks. Although there is no hard data available, security directors state that once clear lines of responsibility are established, in terms of key control, there is less of a problem with lost keys and unauthorized duplication of keys.

Required Resources

Existing security and maintenance staff can more than adequately operate exchange programs. Assignment of staff to ensure key control requires only a modest expenditure of their time. Orientation of all staff to new procedures should also be considered.

References

Kentucky Department of Justice, Office of Crime Prevention. A Preventive Approach to Vandalism and Theft in Kentucky Schools. Vol. II, School Security and Control, p. 12.

Vestermark, S.D. and Blauvelt, P.D. Controlling Crime in the School: A Complete Security Handbook for Administrators. West Nyack, N.Y.: Parker Publishing Co., Inc., 1978.

Regulation 6240
Support Services
January 2, 1976

SUPPORT SERVICES

Security and Communications

School Keys

1. Purpose

To establish responsibility for administration of school building key control and to designate individuals authorized to have possession of school keys.

2. General - All Schools

One master key is authorized to be in the possession of the following individuals:

Principal
Assistant Principals
Head day custodian
Head night custodian (upon the specific approval of the principal)

Two master keys shall be on file for office use as follows:

One key to remain secured in the administrative office
One key for use by the after-hours activities custodian as approved by the principal

3. High and Secondary Schools

High and secondary school principals may assign a building master key to department heads as deemed necessary under the following conditions:

a. A current list of names of all department heads who have been assigned building master keys shall be kept on file with the director, Security and Communications Division.

b. Building master keys shall not be assigned to a department head until briefed by the director, Security and Communications Division, on responsibilities with respect to the security intrusion system.

c. Master keys assigned to department heads shall be specifically assigned to the individuals. Lending of master keys is prohibited under any circumstances.

d. The unauthorized use of a master key, or any school employee possessing an unauthorized master, shall be reported to the area superintendent, director, Support Services Department, for appropriate action.

Source: Fairfax County Public Schools, Fairfax, Virginia

4. Additional Responsibilities

Principals and other accountable individuals are responsbile for repossessing school keys when an employee terminates.

Principals are responsible for advising the director, Security and Communications Division, regarding the accountability of all building/facility master keys when terminated or when reassigned to other duties.

Only those employees associated with a given school shall be provided keys to that school. Teachers are authorized a room door key.

Keys may not be loaned to nonemployees for any reason.

5. Exceptions

Requests for exceptions to the preceding authorizations and responsibilities may be addressed to the director, Support Services Department. Such requests shall be reviewed on an individual basis to assure optimum security of the facility concerned.

6. Procedures

The following procedures pertain to school keys:

a. Requisitions for master and grand master keys shall be submitted on form INV-10 to the Supply Division via the director of Security and Communications Division, citing appropriate school PPBES account and object code 307. The director, Security and Communications Division, shall secure the approval of the executive director of Support Services Department for all grand master keys.

b. Requisitions for serialized additional keys (other than master and grand master) shall be submitted to Supply Division on form INV-10 citing appropriate school PPBES account and object code 307. The INV-10 must list the serial numbers of the desired school keys or a sample key for desks, lockers or cabinets.

c. All key requests requiring the locksmith to travel to the school, except for repair of broken or damaged keys, will constitute a capital outlay expenditure and should be submitted on a DC Form 407 through the area superintendent.

d. Justification for all keys must accompany requisition requests. A receipt shall be signed for each master key issued. Grand master keys shall not be passed to a successor but must be returned to the director, Security and Communications Division, and reissued, on hand receipt, to the next individual designated for accountability.

e. Requests for repairs to keys or locks shall be submitted to the Maintenance Division as a maintenance requirement (Form SSM-100).

f. One copy of each key shall be tagged for each entrance and deposited in the centrally located key case.

g. An audit of all outstanding master and grand master keys shall be conducted at least once each school year by the director, Security and Communications Division.

Course 5 - Security

Module 5.4 - Designing and Upgrading School Security Programs

Module Synopsis

Purpose

To provide participants with guidelines and models for initial design or upgrading and expansion of school security program, and an overview of the essential structure(s) and components of a school security program.

Objectives

Participants will be able to--

1. Recognize, define and obtain needed statistical data in order to conduct a survey and needs assessment

2. Recognize and differentiate between several current types of programs available

3. Begin structuring a security program to fit their needs.

(NOTE: Material in this module can be expanded upon or compressed according to trainer desire and participant interest. It is strongly recommended that the trainer be knowledgeable concerning school security programming.)

Target Audiences/Breakouts

This core module should be of interest to a broad cross-section of school personnel. It is particularly appropriate for those with an interest in or responsibility for security program design. The content is preoperational and operational in nature.

Course 5 - Security

Module 5.4 - Designing and Upgrading School Security Programs

Module Synopsis (continued)

Media/Equipment

Overhead projector
Screen
Flipchart
Markers

Materials

Transparencies

5.4.1	Needs Assessment: Purpose
5.4.2	Needs Assessment: Types of Problems
5.4.3	Police Department Crime Statistics
5.4.4	Some Basic Elements of a Security Program
5.4.5	Placements of Security Divisions in Districts' Organizational Structure

Background Materials (Trainer/Participant)

5.4.1	Written Agreement between Police Department and School District
5.4.2	Memorandum of Understanding Regarding School-Police Relations (Seattle Public Schools)
5.4.3	"The Contingency Plan"

Resource Materials

R.5.4.1	Training Programs for Security Personnel (Commissioned/ Non-commissioned)
R.5.4.2	Police-School Liasion Programs
R.5.4.3	Incident Reporting Systems

Handout

5.4.1	Advantages and Disadvantages of Staffing Systems

Needs Assessment:

Purpose

To provide a factual analysis of the school district's problem areas.

1036

Needs Assessment:

Types of Problems Addressed

- Property Protection
- People Protection
- or Both

1033

Police Department Crime Statistics

Wilson Junior High School

Case of Burglary Reported—1975

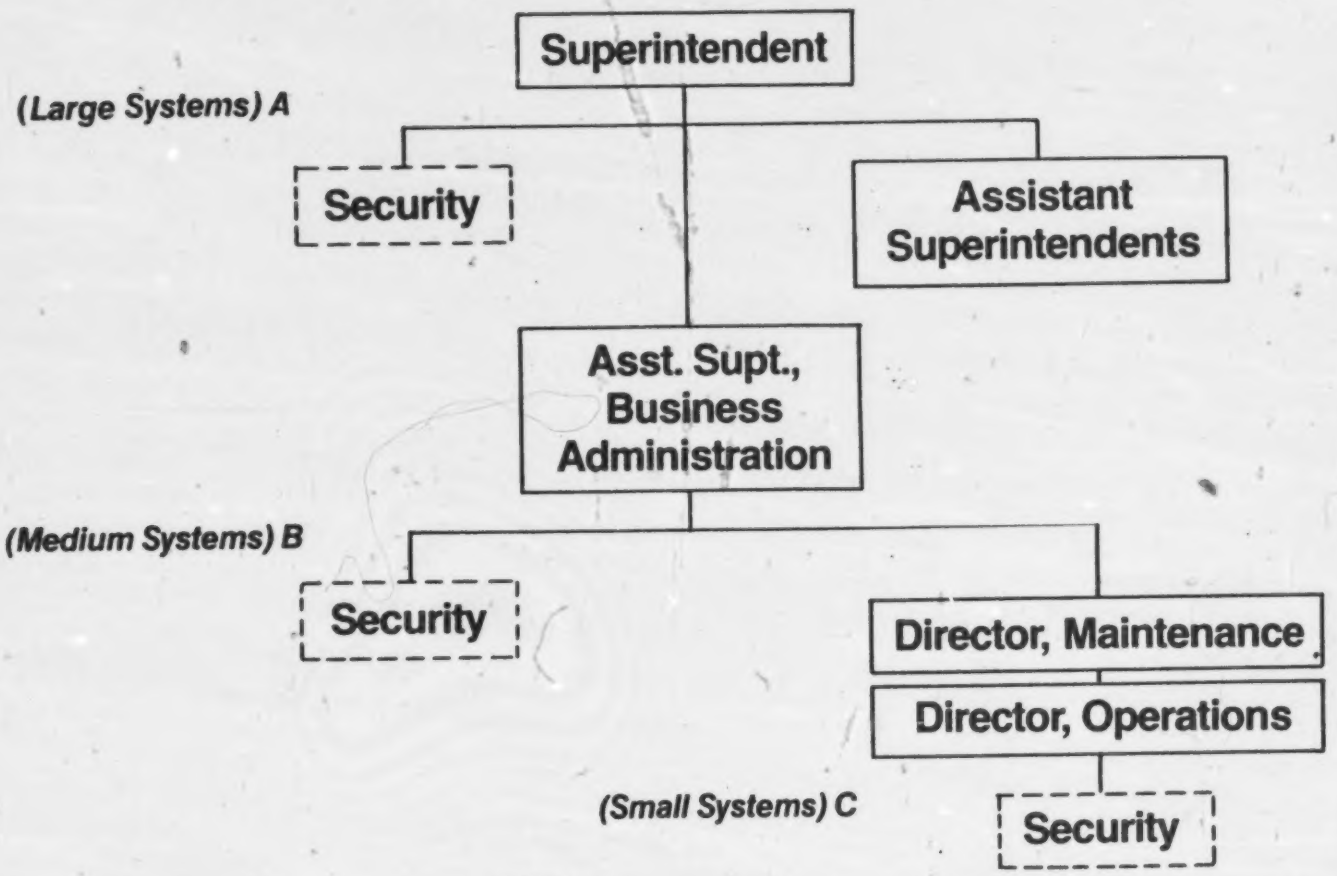
By: Months
Days of the Week
Hours
Nights/Days
Point of Entry
Targets (A-V's,
Student Stores)

1040

Some Basic Elements of a Security Program

1. Determining Staffing Requirements
2. Determining Qualifications and Training Requirements
3. Developing Policy, Regulations, and Procedures
4. Developing a Reporting System
5. Staff Development for Nonsecurity Staff

Typical Placements of Security Divisions in School District's Organizational Structure



Course Agenda by Module

Course 5 - Security

Module 5.4 - Designing and Upgrading School Security Programs

Total Time 14 hours

Module Summary

This module provides suggestions and guidelines for designing and/or upgrading school security programs. Emphasis will be placed on basic elements which are necessary to any school security program.

Activity/Content Summary	Time
1. Introduction There is no one model school security program; there are basic elements essential to all security programs, and this session will present an overview of some of these elements, based on participant need and interest.	5 min.
2. Step 1, Needs Assessment A. Purpose The purpose of a needs assessment is to provide a factual analysis of the school district's problem areas. B. Problems Addressed Types of problems to be addressed include property and people protection. C. Obtaining Data It may be difficult to obtain accurate data on costs attributable to vandalism, or burglary, as opposed to normal wear and tear. D. Alternate Sources of Data Crime statistics reported to police are an alternate source of data. E. Using Needs Assessment Data Some basic elements of a security program include: (1) determining staffing requirements, (2) determining qualifications	10-30 min.

Activity/Content Summary	Time
and training requirements, (3) developing policy, regulations, and procedures, (4) developing a reporting system, and (5) staff development for nonsecurity staff.	
3. Determining Staffing Requirements	10-30 min.
A. Requirement Issues Approaches to staffing depend on the kinds of problems the school has.	
B. Staffing Approach #1: Internally Designed Systems	
C. Staffing Approach #2: Hire Outside Firm	
D. Staffing Approach #3: Use Local Police	
E. Staffing Approach #4: Mixed Systems	
4. Determining Qualification and Training Requirements	10-30 min.
A. Overview The need for training keyed to staff qualifications considerations is stressed.	
B. Examples of Training Programs Based on Different Qualifications Portland, Oregon, and Seattle, Washington's training programs are discussed.	
5. Developing Policy, Regulations, and Procedures	10-30 min.
Elements of school board policy and regulations and operation/contingency procedures are discussed.	
A. Policy Planning Initial policy planning for security programs takes place at the school board level.	
B. Regulations	
C. Procedures	
6. Developing a Reporting System	10-30 min.
The type of reporting system used depends on the purposes for which a reporting system is designed (i.e., legal requirements, planning, staffing, records, etc.).	

Activity/Content Summary	Time
7. Staff Development for Nonsecurity Staff	5-15 min.
A. Overview There is a need to make the entire school community aware of the structure and operation of the school security program, and of the responsibilities each school employee has in relation to the security program.	
B. Staff Development Examples Staff development approaches used in Montgomery County, Maryland, and Seattle, Washington, are presented.	
8. Wrap-Up	10 min.

Course 5 - Security

Module 5.4 - Designing and Upgrading School Security Programs

Detailed Walk-Through

Materials/Equipment	Sequence/Activity Description
Overhead projector Screen	1. Introduction (5 min) Trainer should make the following points: o Because of the diverse needs and approaches of school districts, there is not a "standard model" that will satisfy all or "most" needs. o Decisions concerning organization, structure, staffing requirements, qualifications and training for staff, policy and procedures, reporting system, use and development of nonsecurity personnel, and staff development are all contingent upon a variety of factors. These include-- (1) The size of the district (2) The type of security needs and priorities to be addressed (3) Resources available (4) The commitment of the school board and superintendent to a security program. o There are, however, very common problems and a great number of the proposed solutions contain basic elements that are essential in the design of school security programs. o This session then will present an overview of these "elements." We begin with the first step - needs assessment. 2. Minilecture Using Transparencies: Step 1, Needs Assessment (10 min.) NOTE: This material is presented as a minilecture. However, wherever possible trainer should encourage participant suggestions and comments.

Materials/ Equipment	Sequence/Activity Description
	A. Purpose
Transparency 5.4.1	Show Transparency 5.4.1 and make the points below:

Needs Assessment:

Purpose

To provide a factual analysis of the school district's problem areas.

- A needs assessment should provide a factual analysis of the school districts' problems from all perspectives.
- It is an essential component of security system designs because without an understanding of needs there can't be a system responsive to them.

Materials/ Equipment	Sequence/Activity Description

B. Problems Addressed

Transparency 5.4.2

Show Transparency 5.4.2 and make the points below:

Needs Assessment:

Types of Problems Addressed

- Property Protection
- People Protection
- or Both

- o However, since each system may have different types of pressing problems, the priorities of the system must be clearly defined at the outset.
- o What problems should the needs assessment address?
  - Physical plant problems (property protection)?
  - Human problems (people protection)?
  - Internal administrative problems?
  - Externally caused problems?
  - Or all of these?

C. Obtaining Data

- o Many school systems may not be able to produce factual information which distinguishes between costs attributable to vandalism, theft, burglary, etc. as opposed to non-malicious damage or normal "wear and tear".
- o Often this is due to lack of "reportable crime" definitions, failure of administration to define and require such reporting, etc. In some cases, administrators do not want "public records" to reflect such problems and costs.

Materials/ Equipment	Sequence/Activity Description

- It is, however, most often possible to combine the available "school information" with other sources.

D. Alternate Sources of Data

- When normal maintenance and/or operating records (including budget, glass figures, replacement, etc.) do not prove to be adequate sources of data for a needs assessment, there are alternate methods of obtaining needed figures and data. If there is a lack of statistical "people problem information" from within the school district, there is an alternate approach as well.

- Crime statistics as reported to police agencies regardless of type are the best alternate source of either of the above referenced statistics needs.

- In the case of schools, most police departments cross-reference incidents at schools by the name of the school (or school district) and by the name of the person reporting. In the case of "people problems," the same cross-reference applies. This approach would give the average school district a statistical history for a five to fifty year period in the past.

- A wide variety of needed information can be made into a meaningful pattern by recording the following types of information: Date of occurrence, hour of occurrence, method of entry, location of entry, burglary or vandalism target, accummulated losses, etc.

- These are but a few of the meaningful criteria for establishing patterns of burglary and vandalism losses which will help the individual school district to determine its real needs. Here is an example.

Materials/ Equipment	Sequence/Activity Description
Transparency 5.4.3	Show Transparency 5.4.3 and highlight factors shown.

Police Department Crime Statistics

Wilson Junior High School

Case of Burglary Reported—1975

By: Months
Days of the Week
Hours
Nights/Days
Point of Entry
Targets (A-V's, Student Stores)

- Using these data, a composite history of each school in the district can be developed which profiles losses in every category; i.e., window breakage, assaults, etc.
- People problems can be analyzed in the same manner.

E. Using Needs Assessment Data

Trainer should make the following points:

- Once the needs assessment is completed, the district has the information required to make decisions concerning the type of security program which would best meet its needs.
- In most cases this decision will take into account at least the following basic elements:

Materials/ Equipment	Sequence/Activity Description
Transparency 5.4.4	Show Transparency 5.4.4 and highlight the factors shown.

Some Basic Elements of a Security Program

1. Determining Staffing Requirements
2. Determining Qualifications and Training Requirements
3. Developing Policy, Regulations, and Procedures
4. Developing a Reporting System
5. Staff Development for Nonsecurity Staff

3. Minilecture (continued): Determining Staffing Requirements (10 to 15 min)

A. Requirements Issues

Trainer should make the following points:

- o Approaches to staffing must accommodate the kinds of problems you have, for example:
  - Is your primary concern property protection, people protection, or both?
  - Do you want a patrol situation at night only or is there a need for day patrols?
- o Depending on your answers to such questions there are several approaches to staffing.

B. Staffing Approach #1: Internally Designed Systems

Trainer should make the following points:

- o Under such a system school systems create their own security force

Materials/ Equipment	Sequence/Activity Description
	o In the past decade most large school systems have created their own security personnel systems
Handout 5.4.1	o Distribute Handout 5.4.1, Advantages and Disadvantages of staffing systems, and refer participants to internal systems. Discuss advantages and disadvantages with participants.
	C. Staffing Approach #2: Hire Outside Firm (Under such a system a school will contract with a commercial guard service to provide security guards.) Refer participants to page 2 of Handout and discuss advantages and disadvantages.
	D. Staffing Approach #3: Hire Local Police Trainer should make the following points:
	o In addition to the traditional role police play in public education, i.e., handling truancy, major disturbances, juvenile crime, safety patrol programs, etc., many large systems are using police inside secondary schools during the school day to provide for the safety of students and staff and to protect school property.
	o Local police are sometimes used in daytime counseling roles in secondary schools and in some locations are added daytime staff paid for by the school district.
	Refer participants to page 3 of Handout, discuss advantages and disadvantages, and make the points below:
	o Because of the controversial nature of police involvement in school security, it is strongly suggested that the exact nature of this involvement be placed in a written agreement co-signed by the Chief of Police and the Superintendent of Schools and the Board of Education.
Background Materials 5.4.1 5.4.2	o Suggested questions which should be addressed in the agreement and an example of an agreement (often called memorandum of understanding) from Seattle, Washington, Public Schools are contained in your participant guide.
	o In some urban school systems security personnel are commissioned by permissive state law with arrest powers and can be armed (District of Columbia, Baltimore, Los Angeles), while in others (Portland, Oregon) the security department is a fully commissioned school police department.

Materials/ Equipment	Sequence/Activity Description

E. Staffing Approach #4: Mixed Systems

Trainer should make the following points:

- o Some school districts use a combination of these three basic approaches--
- o For example,
  - Washoe County (Reno), Nevada, has its own staff for its day time security operation and contracts out to a guard service to provide night time patrol of its school facilities.
  - Many large city systems both have their own staff and also use on-duty police officers (N.Y.C. and Chicago) to provide additional security particularly in their secondary schools.

Materials/ Equipment	Sequence/Activity Description

- Washington, D.C., and Seattle each has its own staff which is a combination of commissioned special police and non-commissioned security personnel.

(Trainer may wish to ask participants to discuss and add examples of staffing approaches.)

4. Minilecture (continued): Determining Qualifications and Training Requirements (5-10 min)

A. Overview

Trainer should make the following points:

- o The desired qualifications (experience and education) of proposed security personnel again are dependent on the approach a district takes to its security program.
- o The key question concerns how many different levels of functioning various personnel are to assume.
- o The job specifications of personnel determine the type of training program to be implemented.
- o There is a wide variation in both of these areas.

B. Two Examples of Training Programs Based on Different Qualifications

(1) Portland, Oregon

In Portland the School Police Department is a system mandated by law, and personnel must qualify as police officers. Therefore, all personnel must have training with a certain number of hours in firearms, investigative techniques, first aid, etc. They must pass an examination and be certified by the state as commissioned police officers.

Training under this type of system is entirely different than one might find in programs for security personnel in most states.

(2) Seattle, Washington

Seattle has a training program which operates on three different levels, for the three types of personnel involved:

First Level - Investigative staff receive inservice training and specialized qualifying training in the area of investigative techniques, firearms, etc.

Materials/ Equipment	Sequence/Activity Description

Second Level - Patrol guards receive training which is not as specialized as investigative staff.

Third Level - Alarm and alarm supervision personnel who operate the control computer station are sent to Minneapolis, Minnesota, for specialized training in the operation of computers, since all alarms in the system are controlled by a highly sophisticated computer.

(Trainer can here ask participants to provide further examples.)

C. Summary

Trainer should conclude by pointing out:

- o Training programs for security personnel are as varied as the types of security operations found operating in school districts throughout the nation.
- o Examples of training programs, illustrative of various approaches, are available from NSRN.

Resource Material R.5.4.1

5. Minilecture (continued): Developing Policy, Regulations, and Procedures (15 min.)

Trainer should again stress that there is no MODEL because of the divergent approaches taken to school security programming.

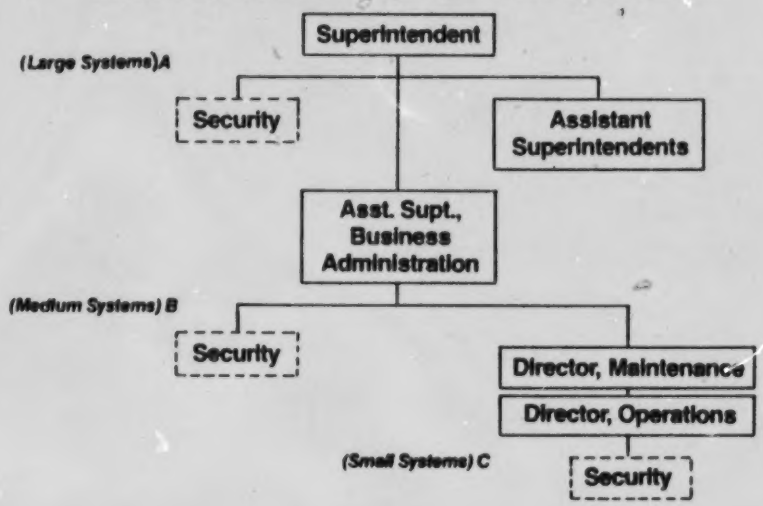
A. Policy Planning

Trainer should make the following points:

- o Initial policy planning for security programs takes place at the school board level.
- o It is at this level that policy must state what scope of operation the program will have, e.g.,
  - "This program (department, division) has been created to perform the following functions:"--Goals and objectives are determined here.
  - "This program will have the following components"--types of personnel--"and will be placed here in the district's organizational structure"--Determines who the security director will report to.

Materials/ Equipment	Sequence/Activity Description
Transparency 5.4.5	Show Transparency 5.4.5 and make the points below:

Typical Placements of Security Divisions in School District's Organizational Structure



- o A is usually only found in large systems and represents the best placement under those circumstances. Allows head of security direct access to the superintendent of schools.

- o B is more common in medium sized districts and is well placed under those circumstances, in most cases. It is suggested that security divisions should not be placed any lower than this level.

- o C is most common in small systems, and this placement tends to be ineffective because--

  (1) Security tends to become subservient to the custodial (maintenance) approach.

  (2) Security director finds it difficult to relate to higher level of the administration.

  (3) Security simply "gets buried."

(Trainer may wish to encourage participant discussion on this issue.)

Materials/ Equipment	Sequence/Activity Description

B. Regulations

Trainer should make the following points:

- o School board policy statements differ markedly from regulations in systems such as Portland, where the security division is a police organization commissioned by the state legislature. It operates like a police department with elaborately articulated regulations.
- o Regulations, though not as complex, will be useful for most systems.
- o A Regulation Manual should be developed to define such issues as:
  - Security department/legal department interface, i.e., when does security refer to the legal department?
  - Security department/accounting department interface, i.e., in systems where the security department is in charge of collecting restitution from parents for student vandalism
  - Security department/maintenance department interface
  - Structure of interrelationships between security and other school district departments
  - Interface with outside agencies; i.e., courts, police, civic agencies, etc.

C. Procedures

Trainer should make the following points:

- o Areas in which procedures need to be developed will, of course, vary according to the type of security system implemented.
- o Procedures generally define how policy and regulations are interpreted, regardless of the type of system implemented.
- o Some procedures that are essential include several operating procedures and contingency plans.
- o General operating procedures include standards for security personnel, reporting procedures, procedures for dealing with day-to-day emergency situations, operating agreement with local police department detailing police-school liaison, responsibilities of school personnel (especially school principals and other administrators.

- o Contingency plans should provide procedures for major disruptions and natural disasters which generally require linkages with outside agencies and the community.
  - The contingency plan provides a detailed explanation as to who has the responsibility for carrying out a specific task, at a certain time, in certain places, and by certain methods.
  - In essence it answers the question of WHO, WHAT, WHEN, WHERE and HOW to respond to a serious school disruption.
  - The restoration of order is the primary task to be accomplished by a contingency plan.
  - Examples of police-school liaison programs and contingency plans can be obtained from NSRN.

6. Developing a Reporting System (10 min.)

Trainer should stress the following points:

- o Types of reporting systems in use are as varied as the types of security programs in operation nationally.
- o They range from highly detailed computer assisted reports to simple forms which convey basic information concerning the purported incident.
- o However, before instituting any type of reporting system, a first consideration to be discussed is the PURPOSE for which reports will be used. This purpose must be well established.

Trainer can here ask participants what purposes there could be and note responses on flip chart. Trainer should elicit (or provide) responses like those below:

Trainer's Summary of Purposes for Reporting Plans

(1) Basis for instituting corrective action

(2) Program planning (short and long range)

(3) Evaluation of program

(4) Accountability (reports to superintendent and school board)

(5) Basis for recovery of losses in systems with restitution programs

Materials/ Equipment	Sequence/Activity Description

(6) Source of referrals for students identified as perpetrators of various acts. Referred to psychology/social work services, attendance department, court, etc.

- o The purposes of a reporting system will determine its structure and contents.

R.5.4.4

- o Explanations of various approaches to incident reporting systems can be obtained from NSRN.

7. Staff Development for Nonsecurity Staff (5 min.)

A. Overview

Trainer should emphasize:

- o It is imperative that all school district personnel be made aware of the structure and function of the system's security program and what their responsibilities are in relation to reporting, responding to emergencies, where they fit in the contingency plan, etc.
- o Staff development programs on security should be an integral part of personnel orientation.
- o Involving the nonsecurity staff leads to a greater degree of cooperation with the security department, far better crime reporting, and more complete and accurate records.
- o Involving students, parents, and the community in security programs has been discussed previously and should be an integral part of orientation/training programs. This is especially useful in small school districts.

B. Two Staff Development Examples

(1) In Montgomery County, Maryland, teachers are taught physical conflict intervention techniques.

(2) In Seattle, security personnel train custodial staff in operation of the alarm system, responsibilities of security staff, types of reports required, etc. They also offer similar types of training programs for teachers, para-professionals and other staff.

(Trainer can here ask participants to provide further examples.)

Materials/ Equipment	Sequence/Activity Description

8. Wrap-up (15 min.)

Trainer should point out that there must be provisions for on-going review of the operation of security program to evaluate its effectiveness. Waiting until the end of the year is not good enough. Periodic review on a regular basis is essential.

Trainer will answer questions from participants.

ADVANTAGES AND DISADVANTAGES OF STAFFING SYSTEMS

1. INTERNALLY DESIGNED SYSTEMS

	ADVANTAGES		DISADVANTAGES
1.	Selection of Personnel by School District	1.	Cost to School District (Salaries, benefits, equipment)
2.	Qualifications and Training School	2.	Must Institute Training Program
3.	Commitment to School District	3.	Must Provide "Due Process" for Dismissal
4.	Role Defined by School District	4.	Difficulty Obtaining Qualified Personnel
5.	School District Determines if Uniformed and/or armed	5.	Conflict with established school personnel and law enforcement agencies possible at times
6.	Reporting System Designed to Address Districts' needs	6.	Union relations and negotiations problems

Adapted from: Vestermark, S.D. & P. D. Blauvelt, Controlling Crime in the School: A Complete Security Handbook for Administrators, Parker Pub. Co. Inc., West Nyack, N.Y., 1978.

2. HIRE OUTSIDE FIRM

ADVANTAGES	DISADVANTAGES
1. Cost effective	1. Possible lack of commitment to educational program
2. Can increase or decrease size of force as needed	2. Possible under-educated and poorly trained personnel
3. Dismissal of unsatisfactory personnel on demand	3. Rate of turnover of personnel high
4. Can determine if uniformed and/or armed	4. No control of background investigation
	5. Lack of respect by students for "Rented Cops"
	6. Supervision and Control by school personnel difficult at times
	7. Supervision by contractor may not be adequate
	8. Do not possess arrest powers

Adapted from: Vestermark, S.D. & P.D. Blauvelt, Controlling Crime in the School: A Complete Security Handbook for Administrators, Parker Pub. Co. Inc., West Nyack, N.Y., 1978.

3. USE LOCAL POLICE

ADVANTAGES	DISADVANTAGES
1. Highly trained	1. Responsible to Police not school board
2. Reporting procedures and communications systems already standardized	2. Uniformed and armed
3. Powers go beyond school properties	3. Resentment of presence by students and staff
4. Authority well established	4. May not have commitment to educational program
5. Highly visible - uniformed	5. May not see assignment as real police work
	6. Frequent changes of personnel on school duty
	7. Cost, if school system must pay for service
	8. Not readily available as school district requires

Adapted from: Vestermark, S.D. & P.D. Blauvelt, Controlling Crime in the School: A Complete Security Handbook for Administrators, Parker Pub. Co., Inc., West Nyack, N.Y., 1978.

Course 5 - SECURITY

Module 5.4 - Designing and Upgrading School Security Programs

Background I-D 5.4.1

Background Materials

MEMORANDUM OF UNDERSTANDING REGARDING SCHOOL-POLICE RELATIONS (Seattle Public Schools)

The Seattle Public Schools and the Seattle Police Department have enjoyed a good relationship over many years as a result of their mutual cooperation in resolving problems. However, there have existed for the past several years some areas where appropriate roles and necessary actions are undefined, unclear, or where changing circumstances have necessitated changes in the prescribed relationship.

The following statements have been developed jointly by Seattle Public Schools and the Juvenile Division of the Seattle Police Department:

A. The general basis for the relationship between the Seattle Public Schools and Seattle Police are those prescribed in detail in Guidelines for Dealing with Emergencies, as revised. These Guidelines are available in every school and are generally well known by all building administrators.

B. School administrative personnel will cooperate with police officers and provide assistance when the officers' entry to the building is based upon:

1. a warrant for the arrest of an individual;

2. parental permission;

3. presence of a Juvenile Division officer normally assigned to that building.

C. It is extremely important that police officers notify the principal, or other building administrator in charge, upon entering the building. The principal alone has control of the building and complete knowledge of the situation in the building at any given time. His foreknowledge of police presence in the building can do much to facilitate their operation and still prevent escalation of an existing situation.

D. In view of recent Supreme Court decisions, access to student records is more restricted than it formerly has been. With the proper court order, pertinent student record information will be made available to police officers as required. However, in the absence of a court order, and upon proper identification of the police officer to school authorities, the school will provide the officer with the address, telephone number, parents' names, birth date of the student, and will verify attendance at the school.

E. With reference to the matter of interrogation of students by police officials, the Seattle School District encourages the police to interrogate citizens of student age in their home. However, the school will permit the interrogation of students by police provided the police officer has permission of these

Source: Seattle Public Schools, Seattle, Washington

students' parents to conduct the interrogation. In the event either of the above conditions cannot be met, the student will be made available to the juvenile officer or officers assigned to that school for interrogation in the presence of a school official. The role of the school official is that of observer. Any question about the interview or any concern raised in the mind of the school official as a result of the interview should be referred to the General Counsel.

F. The situation in most urban schools, especially secondary schools, is a delicately balanced one which can be disrupted in major proportion by certain incidents. On occasion it may be necessary that uniformed officers pursue a suspect into a school building. The need for pursuit must be weighed against possible consequences of such pursuit. Discretion should always be used. If the offender is identifiable, and the need for apprehension is not immediate, apprehension may be deferred. In instances where suspects are pursued into school buildings, the officer should be prepared to show that such pursuit was reasonable.

G. In most circumstances, the building principal's contact with the police will be made initially to the School Security Office of Seattle Public Schools, which will in turn notify the police if such action is warranted.

With regard to those circumstances where a sizeable police unit is called in, two concerns should be recognized:

1. Sometimes in the interval between notification of police and their arrival, the problem situation may change to such an extent that it may be preferable to refrain from overt police action. Every effort will be made by school authorities to exercise extreme good judgment in requesting mobilization of police forces.

2. When the police are requested to take over a situation, they naturally are the decision makers, but the building principal is nevertheless required to convey to those authorities his own best assessment of the situation. This is intended as advisory in nature in order to convey information regarding nuances in the situation which may not be apparent to the police.

"THE CONTINGENCY PLAN"

PART III: THE CONTINGENCY PLAN

THE WHO, WHAT, WHEN, WHERE, AND HOW OF CRISIS RESPONSE

Regardless of the amount of trust and respect the school security officer gains with students, administrators, the school staff, or community groups, disruption may occur. A contingency plan should be developed for that eventuality.

The contingency plan is basically a document outlining who has the responsibility for carrying out a specific task at a certain time, in a certain place, and by a certain method. In other words, it answers the who, what, when, where, and how of responding to serious school disruption.

Restoring order is the key task to be accomplished in such a plan. It is not, however, the plan's true purpose.

A classroom setting which resembles an armed military fortress ready for battle might provide for the students' personal safety, though it hardly is conducive to a challenging educational climate. The establishment of this climate is the ultimate purpose and goal of a contingency operation.

The following pages outline a minimum number of steps school security directors and other officials should take in developing their own tailored version of a contingency plan. School systems are encouraged to use this outline only as a starting point. Assistance in assessing school problems, designing a security program, or formulating a contingency plan may be obtained by contacting resources listed in the final section of this brochure.

SCHOOL ADMINISTRATORS AND SECURITY DIRECTORS SHOULD

A. Plan for Building Safety and Security By

- assuring that fire alarm systems are secure and that a delayed signal system or a similar safety mechanism is designed in concert with the fire department
- monitoring the flow of traffic onto school grounds
- securing outside doors from trespassers, but allowing use of the doors from the inside in the event of a fire or other emergency

- instituting a sign-in, sign-out system along with color-coded identification tags to be worn by all visitors to help exclude unauthorized persons from school premises

- designing a signal for announcing the existence of an emergency situation, and the need for the contingency plan to become effective

- assuring that clear instructions are given to staff not having a class in session at the time a signal is given (report to command post for deployment, etc.)

- developing special procedures for cafeteria and shop staff, particularly emphasizing the lock-up of knives, tools, and other utensils that could be used as weapons

- making sure that trash rooms and trash containers, as well as other highly combustible areas and materials, are secured

- assigning personnel to areas likely to be gathering points for groups of students—rest rooms, cafeteria, gyms, auditoriums, etc.

- developing clear and concise reporting procedures for school damage and vandalism and other incidents requiring security staff to respond

B. Plan for Personal Safety and Security By

- setting up an adequate first aid facility and procedures for handling injuries

- isolating the disruption as much as possible by separating opposing groups, giving each separate meeting places, and working independently with each

- curtailing movement in the school by postponing class change and eliminating bells until threat of escalation ceases

- assuring that operational instructions are given to teachers in class at the time a contingency plan is put in operation (lock doors, close windows, shut down power equipment, keep

pupils in classroom, announce that teachers have been trained for this event, and request that students follow instructions for their own personal safety and welfare)

- having available a compilation of appropriate legal sanctions which can be used as tools for control and for crowd dispersal
- insisting that all staff avoid physical involvement except for self-protection or protection of students
- providing clear guidelines of personal demeanor in times of crisis (controlling emotional involvement, avoiding argument over who's to blame, promoting fairness)
- developing clear and precise procedures for dismissal of school (dismissal by floors, use of PA system to control movement, etc.)
- developing clear and accurate reporting procedures for all personal injuries

C. Plan for Smooth Administrative Control of Operations By

- generally assuring that schools will be closed only if necessary and according to predetermined criteria of the level of conflict (Levels are explained in the Police Involvement section later)
- arranging and designing a central command post outside the main administrative office (The post must have a communications system with links to the principal's office and the police department)
- establishing a clear chain of command for all persons having specific responsibilities during the crisis
- identifying a staff stenographer to record all incoming messages and notes pertaining to activities
- developing an equipment checklist and a list of emergency phone numbers for the command post

- having a motor pool available (perhaps through driver training instructors) to transport the injured to the hospital or students and staff to their homes
- notifying all buses to be on alert for the transportation of students
- having available alternative planned bus routes should normal routes be obstructed
- setting aside a specific room for holding disruptive students, counseling them, and dealing with them according to established codes of discipline
- differentiating between actions subject to arrest and actions subject to school discipline
- setting aside a specific room for parents who traveled to the school for information

D. Plan for Effective Emergency Communication Systems By

- establishing a rumor control and information center at a central location to handle parent transportation concerns, school schedule information, community inquiries, etc.
- selecting someone to operate the school's intercom/bell system, and to relay messages only when authorized to do so
- establishing a backup messenger communication system in the event that the normal communication system fails to operate or is inadequate
- instructing all staff in the handling of outside communications to the school
- identifying a system for establishing swift parental contact when necessary
- providing for a two-way communication system on all buses and pool cars

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- designing a public information/media relations operation through which all information to the media is channeled (strict media policies should be specifically designed for crisis situations)

E. Take a Number of Steps to Assure Smooth Police Involvement in a School Crisis, Should the Need Ever Arise, By

- developing with police officials a written memorandum of agreement regarding coordination of response to school disruption
- designing an ongoing communication process to allow for the continual review of activities and plans
- investigating the possibility of a police-assigned School Resource Liaison Officer
- drawing up a special emergency plan relating just to major disorders, such as bombings
- designating only one or two individuals in the school having authority to call the police
- arranging for a "call back" number to verify the police assistance call as legitimate
- understanding that the school administrator will determine the seriousness of the school's problem with assistance from the security staff and the police
- mandating that the principal or an authorized designee always remains in charge of school premises and personnel
- recognizing that the police, if called to assist in calming a school disturbance, have primary responsibility for enforcing the law and will insist on making the final decision on all matters involving their sworn obligations: and
- realizing that there is no better way to test a contingency operation than through conducting a dry run

F. Plan for Phase Out of the Contingency Plan By

- remembering that a military-like response often necessary to control a violent situation may keep the peace, but will not contribute to the harmonious educational climate of the school
- understanding that the decision to phase out a contingency plan must assure both the safety of the students and staff and the re-establishment of the desired educational climate
- considering ways to handle possible pressures—both internal and external—to keep the plan in force
- having an established and understandable signal terminating the emergency state
- developing final reporting procedures for all persons involved

A FINAL WORD ON SMOOTH POLICE INVOLVEMENT

A natural inclination for anyone facing problems of school disruption is to immediately contact the local police. But in doing so, a school official may add to the problem by prematurely requesting the intervention of uniformed and armed officers.

Before requesting direct police intervention, the school system should make every effort to settle disruption through suggestions listed in this brochure. The police department, however, should be apprised of the school difficulty in case their services are later needed. *School and police officials should respond to disruption according to its level of intensity. Generally, there are three levels:*

Level 1—When disruption is confined to one area and there is no threat to students or staff.

School officials take the necessary action here. Avoid the implications that could arise with the massive use of outside resources. The overall policy should be containment and removal by the school security force, with minimum interruption of educational processes.

Level 2—When disruptive forces are mobile or pose a direct threat to members of the school community.

As in Level 1, schools should remain open. The security force should isolate the disruptive activity, hold or apprehend those

involved, and end the threat of escalation. If necessary, supplementary school professionals should be used to help manage school administration during the difficulties. The school's security advisory council should also be summoned.

Level 3—When disruption is general, educational processes have ended for most students, and there are serious threats to students or staff. In short, the situation is out of control.

Police assistance should be requested according to guidelines previously established in a written memorandum of understanding with the police department. Generally, the school should be closed. Insofar as legal violations must be suppressed, authority to end disruption should shift from the school administrator to the police officer in charge. However, responsibility for the school should remain in the hands of the school administrator.

Source: U.S. Department of Justice Community Relations Service, School Security: Guidelines for Maintaining Safety in School Desegregation, U.S. Government Printing Office, Washington, D.C.

Course 5 - SECURITY

Module 5.4 - Designing and Upgrading School Security Systems

Background I-D 5.4.3

Background Materials

WRITTEN AGREEMENT BETWEEN THE POLICE DEPARTMENT AND THE SCHOOL DISTRICT

The agreement should address the following questions:

1. How many police officers will be assigned
2. Which schools will they be assigned to?
3. What hours will police officers serve?
4. Will these hours include extra-curricular activities?
5. Who will pay for the police service: The Police Department, the Board of Education or both?
6. Will the same officers be assigned each day to the same schools?
7. Will the officers be in uniform or in plainclothes?
8. Will the officers be armed?
9. Will the assignment be filled with on duty or off duty officers?
10. Will the schools have a say in the selection of officers assigned to them?
11. What procedures will be established for the removal of an officer who is not performing satisfactorily?
12. What police official will be in charge of complaints concerning the performance of an officer?
13. Will the officers receive any special training before being assigned to the schools?
14. Who is the police officer responsible to while on duty in the school: The Principal or Police Supervisor?
15. Who is in charge of the school at all time and who is authorized to request additional police assistance in the school?
16. What process will be used to evaluate the effectiveness of the police?
17. What procedures will be used to question and/or interrogate students?

Adapted from: Vestermark, S.D. & P.D. Blauvelt, Controlling Crime in the School: A Complete Security Handbook for Administrators, Parker Pub. Co. Inc., West Nyack, N.Y. 1978.

National School Resource Network

National Center • 8530 Wisconsin Avenue, N.W., Washington, DC • (301) 654-2550 • Toll Free (800) 638-8090
Eastern Regional Center • 53 Bay State Road, Boston, MA 02215 • (617) 353-4554
Southern Regional Center • 58 6th Street, N.E., Atlanta, GA 30308 • (404) 872-0296
Midwestern Regional Center • 3 North Michigan Avenue, Suite 1706, Chicago, IL 60602 • (312) 782-5737
Western Regional Center • 18 Professional Center Parkway, San Rafael, CA 94903 • (415) 472-1227

11

R.5.4.2

Technical Assistance Bulletin

Incident Reporting Systems: A Tool for Prevention and Reduction of Violence and Vandalism

Summary

Reporting systems for incidents of crime, disruption, and disorder are increasingly important for schools and school districts. Effective information-gathering instruments and procedures are needed to ensure the collection of accurate data on which to base plans and programs to reduce and prevent violence and vandalism in the schools. Data can also be used to evaluate program effectiveness, aid security personnel in investigations, provide cost figures, and pinpoint problem areas and situations. For any system within a school or school district, a common terminology must be established, clearly understood, and used. Sample reporting forms, both State and local, are attached in order to illustrate how some schools and school districts gather pertinent data.

Why a System Is Necessary

An incident reporting system is a necessary part of school or school district internal information/communication networks. Such a system serves as an integral component in or basis for--

- Providing a written record of incidents for administrative purposes,
- Serving as a data base for accountability reports to the school board or superintendent,
- Identifying problems for program planning in the reduction or prevention of violence and vandalism in the school,
- Evaluating the effectiveness of these programs,
- Providing school authorities with an incident profile to help head off potentially explosive situations by indicating early deviations from normal patterns of incidents,
- Ensuring immediate repair in cases involving property damage, thus helping to minimize the "snowball effect" associated with vandalism,
- Aiding school security personnel and law enforcement agencies in the investigation of an incident,
- Assisting in the prosecution or defense of civil and criminal court cases,
- Providing cost figures on damage or injury for restitution and insurance purposes.

How To Ensure Accurate Data

The type of data to be collected and the nature of resources available to the school or school district (e.g., security staff, computers) will determine the structure and content of a system of incident reporting. If the uses of the data expand, additional modifications are required, but such expansion may serve to give more people throughout the system a greater stake in

Prepared under Grant #79JS-AX-0019 from the Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, U.S. Department of Justice. Points of view or opinions in the document are those of the NSRN and do not necessarily represent the official position or policies of the U.S. Department of Justice.

the results of the data and thereby lessen the danger of misreporting.

In order to ensure accurate data on incidents, and to prevent an incident reporting system from being undermined by misreporting, overreporting, or underreporting, adhering to the following guidelines is essential:

- Common definitions and categories of incidents must be employed.

  Definitions of what constitutes a fight versus an assault, what a criminal act is versus a noncriminal act, and what a trash can fire is versus an act of arson must be clear if data are to be useful. Similarly, the mixing of categories, such as noting theft as an act of vandalism, must be avoided. A glossary of terms that includes legal and operational definitions needs to be developed and disseminated. The National Association of School Security Directors has sought to institute uniform terminology for use based upon the FBI's "Uniform Crime Reports." Although using FBI terminology has the advantage of allowing comparison against national norms, schools must be aware of local conditions and legal requirements.

- The seriousness and/or monetary cost of incidents must be graded or scaled.

  If one or two major, but random, acts of vandalism or arson greatly inflate figures for the school year, the final figures will not give an accurate picture of the overall nature, scope, or pattern of violence and vandalism in the school. Aggregate data which reflects the actual situation will emerge only if grading or scaling is utilized. A grading scale for both the seriousness and the monetary costs of incidents of crime, disruption, and disorder must be developed and disseminated together with the glossary of terms.

- The intent behind incidents must be investigated.

  Ascertaining whether the reason for the incident was symbolic, accidental--or for material gain--will mean that prevention programs can be appropriately structured and that results will be more productive. However, establishing the intent behind incidents is often problematic. Reporting forms, therefore, should include space to write a full description of any incident and the events surrounding it. If possible, statements concerning intent should be gathered from the offender (if apprehended), the victim (if any), and possible witnesses, in order to objectify the report.

- Self-interest must not be allowed to interfere with incident reporting.

  When acts of vandalism are not reported in order to avoid adverse publicity or to protect certain individuals, when theft or damage is reported (and replacement materials received) when no incident occurred, or when normal wear and tear is reported as vandalism for insurance purposes, incident reporting system data lose their accuracy.

These guidelines are important if the data being collected are being used as the basis for long-range planning and budgeting for programs designed to reduce or prevent violence and vandalism--especially if other schools attempt to replicate these programs.

Reporting Forms

Many formats may be used for reporting forms, but in general the following minimum information should be included:

- Date, time, and specific location of the incident
- Date and time report was filled out
- Age, sex, race, and status (teacher, student, outsider, administrator, support staff) of both offender and victim

- Full description of the incident
- Names of witnesses
- Statements concerning intent.

The nature of the information should determine the procedures after the form is filled out. For example, reports on vandalism should be routed to the maintenance department who should then notify administration when damages are repaired and how much materials and labor to effect the repairs cost; and reports on incidents involving crimes should be routed to local law enforcement agencies.

Examples of reporting forms, both local and State, are attached which illustrate a variety of formats. They are included to provide a basis for comparison, and should not necessarily be seen as models for use in other locales.

It is important to note that schools and school districts usually provide one kind of form for reporting property losses and another kind of form for reporting incidents involving persons. This separation of forms allows greater depth and completeness of reports and minimizes clerical time, particularly in the maintenance department.

SECURITY INCIDENT REPORT AND SELF INSURANCE FORM

Official Use Only

Police Number

Area ☐ Northern ☐ Central ☐ Southern

Security Number

1. Complainant's Name	2. Title	3. Type of Incident	
4. Complainant's Address	5. Home Phone	6. Date Occurred	7. Time Occurred
8. City/State		9. Date Reported	10. Time Reported
11. Name of School	12. School Phone	13. Location of Incident	
14. Victim's Name	15. Race/Sex/DOB	16. Point of Entry	
17. Victim's Address	18. Home Phone	19. Means Used to Enter	
20. Victim's Condition	21. Person Identified ☐ Yes ☐ No	22. Suspect Weapon Used	

23. Description of Vehicle from which theft occurred. Year/Make/Model/Tag #

24. Suspect Actions: Name/Address/Race/Sex/DOB/Hgt./Wgt./Hair/Type of Activities/Dressed/Clothing

	25. Has Suspect Charges? ☐ Yes ☐ No	26. Student ☐ Yes ☐ No ☐ Unk	
27. School Property ☐ Yes ☐ No	28. Total Value of Property $	29. Personal Property ☐ Yes ☐ No	30. Value of Property $
31. Witness #1 Name Address		32. Home Phone	33. Business Phone
#2.			

34. Police Notified ☐ Yes ☐ No	35. Officer's Name & Identification Number	36. Date Police Notified	37. Maint. Notified ☐ Yes ☐ No
38. Security Notified ☐ Yes ☐ No	39. Person Notified	40. Date Notified	41. Plant Oper. Not. ☐ Yes ☐ No
42. Some Threats Arson: Bldg. ☐ Yes ☐ No	43. Fire Squad Yes/Person Name	44. Time/Date	45. Did Fire Dept. Respond ☐ Yes ☐ No

46. NARRATIVE: Describe details of incident, include description of property lost, stolen or damaged, give value of each item, make, model and serial numbers, describe damage to building. (NOTE: If report to building are necessary submit a copy of this report to the Maintenance Dept.) Tell what action has been taken. Include in narrative a statement indicating what specific measures were taken to protect property lost or stolen.

(Use reverse side if additional space is required)

Principal's Signature Date

Form 10 rev 3/78

White Copy: Security Yellow Copy: Investigator Pink Copy: Self Insurance Goldenrod Copy: School

107

Source: New Jersey State Department of Education

75 COMPLAINT REPORT

COMPLAINT NO

BALTIMORE CITY PUBLIC SCHOOLS
SECURITY DIVISION

TYPE OF OFFENSE

1. SCHOOL	2. DATE AND TIME OCCURRED	3. DATE AND TIME REPORTED
4. COMPLAINANT'S NAME (LAST, FIRST, MIDDLE)		5. COMPLAINANT'S ADDRESS AND PHONE #
6. COMPLAINANT'S SEX - RACE - AGE - DOB		7. LOCATION OF OFFENSE
8. NATURE AND CONDITION OF INJURIES	9. WHERE TREATED	10. HOW TRANSPORTED

11. WEAPON OR MEANS OF ATTACK

13. IDENTIFY SUSPECTS BY NO. (NAME, ADDRESS, SEX, RACE, AGE, HT., WT., EYES, HAIR, COMPLEX., CLOTHING, IDENTIFYING CHARACTERISTICS.)

(1)

(2)

14. DESCRIPTION OF PROPERTY TAKEN (MAKE, MODEL, SERIAL #, COLOR, VALUE)

15. BALTIMORE CITY POLICE REPORT (DATE, TIME, OFFICER, DISTRICT)

ITEM NO.	16. NARRATIVE. (1) CONTINUATION OF ABOVE ITEMS (INDICATE "ITEM NUMBER" CONTINUED AT LEFT. INCLUDE ADDITIONAL VICTIMS, SUSPECTS AS OUTLINED ABOVE. (2) DESCRIBE DETAILS OF INCIDENT. (3) DESCRIBE EVIDENCE AND PROPERTY AND INDICATE DISPOSITION.

17. REPORTING OFFICER

18. REVIEWING SUPERVISOR

10/7

City Public Schools

414 82290

Form 380.1
441356
5/75

PRINCIPALS' REPORT OF VANDALISM OR MISSING PROPERTY

(No Carbon Necessary)
(Please Use Typewriter)

tsburgh Public Schools

(Control Number)

(To be filled by Security)

SECTION A:

School Name and Code _____ ( ) Report Date _____
Code

Time of Incident: Date _____ Clock Time _____ ☐ A.M. ☐ P.M.

Loss or Vandalism Discovered By ☐ Custodian ☐ Security ☐ Administration ☐ Teacher ☐ Other

SECTION B: Break-in or Vandalism

Point of Entry and Location of Vandalism

.....

.....

.....

.....

SECTION C: Type of Missing Equipment

☐ Audio Visual (Type, Make, Model and Serial Numbers)

.....

.....

.....

.....

☐ Office Machines or Equipment (Type, Make, Model and Serial Numbers)

.....

.....

.....

.....

☐ Musical Instruments (Kind, Make, Board Number, Manufacturer's Serial Number)

.....

.....

.....

.....

☐ Other Types of Equipment (Type, Make, Model and Serial Numbers)

.....

.....

.....

.....

SECTION D: Damage To:

☐ Glass – Number of Panes, Type and Sizes

.....

.....

.....

☐ Affixed Equipment .....

.....

.....

☐ Electrical System .....

.....

☐ Plumbing .....

.....

☐ Landscaping .....

.....

☐ Other .....

.....

SECTION E: Additional Information on Missing Equipment:

1. Last Location Seen .....
2. Was Equipment Properly Stored? .....
   If Not Explain: .....
   .....
3. Could Equipment Be Observed From Outside of Classroom? ..... Was (were) Window(s) Locked?
   .....
4. Was Classroom Locked? .....
   Was Cabinet or Storage Area Locked? .....
   If Not, Explain .....
   .....

- *If more space is needed, attach three (3) typed copies of additional information.*
- *When Vandalism is indicated and a B-65 is necessary, please attach one (1) copy of the Form B-65 to this report.*

Retain School Copies – Forward all other copies to the Security Division.

☐ THEFT ☐ BREAK-IN ☐ VANDALISM ☐ LOST OR MISPLACED

This report is not to reflect Personal Losses.

VANDALISM IS WILLFUL OR MALICIOUS DESTRUCTION OF PROPERTY

_____ 1073

Signature of School Principal

White Copy - Business Office
Yellow - Security Office
Pink - Line Supt.
Green - School Copy

GRAND RAPIDS SCHOOL SYSTEM
GRAND RAPIDS, MICHIGAN

SECURITY OFFICE REPORT

REPORT NO. _____
FILE CLASS _____
BUILDING OR DEPARTMENT CODE _____
TIME REPORTED _____ DATE _____

REPORTED BY _____ ADDRESS _____
POSITION _____ PHONE _____
NATURE OF INCIDENT _____
_____ ☐ ALARM
DATE AND TIME _____ ☐ DAMAGE ☐ MISSING PROPERTY
AREA OCCURED _____
REPORT _____

SUSPECTS. ☐ NONE ☐ APPREHENDED ☐ KNOWN
1. _____
2. _____
3. _____

ITEMS MISSING – TYPE	BRAND	MODEL	CODE NO.	SERIAL NO.	VALUE
1.					
2.					
3.					
4.					
5.					
6.					

(USE BACK IF NEEDED)

REMARKS OR RECOM-MENDATIONS: _____

1050

ACTION TAKEN: ☐ POLICE NOTIFIED. THEIR NO. _____ ☐ FILE CARDS MADE OUT _____
☐ OTHER _____ ☐ RECORDED

PLEASE FORWARD FOUR COPIES AS FOLLOWS:

WHITE — Maintenance & Operation Department
GREEN — Security Office
GOLDENROD — Insurance Department
PINK — Property & Inventory
BLUE — School File

No. _____

Date _____

NOTE: Please list names of all students and/or witnesses on reverse side of GREEN COPY ONLY.

GENERAL INFORMATION
(Answer ALL items)

SCHOOL _____

Date and time of incident _____

Was entry made into any part of the building? _____ Which Police Dept. was called? _____

Custodial hours necessary to clean up? _____ Name of investigator _____

Was Maintenance called? _____ Work Order Number assigned _____

_____ Willful damage _____ Theft _____ Carelessness Other: _____

SPECIFIC DETAILS OF LOSS OR DAMAGE (Where, What, and How) _____

MATERIAL AND EQUIPMENT STOLEN, DESTROYED, OR DAMAGED

No. of Items	NAME OF ITEM	DESCRIPTION (Model, Serial number, etc.)	CHECK ONE: Stolen	Destr.	Dam.	Purch. Year	Purchase Price

Person preparing report _____ Principal's Signature _____

BUS VANDALISM REPORT

School Bus No. _____ Bus Operator's Name _____

Type of Damage _____ Did incident occur on regular run? ____

To or from what school were students being transported? _____

Person preparing report _____ Principal's Signature _____

Figure 3-1. Property Incident Report

Source: Broward County Public Schools, Florida

VCS 9084-279 ... ITS ID. 110004

VIOLENCE, VANDALISM AND DRUG ABUSE INCIDENT REPORT

COUNTY _____

DISTRICT _____

SCHOOL _____

CODE _ _ _ _ _ _ _ _ _ _ _ _ _ _
(To be completed by County Superintendent's Office)

PLEASE COMPLETE EVERY SECTION AND CHECK AS MANY ENTRIES AS APPROPRIATE

DOE USE ONLY

I. Where and When Incident Took Place

A. Location Inside School Facility
1. ___ Cafeteria 2. ___ Classroom 3. ___ Corridor 4. ___ Gymnasium 5. ___ Lavatory 6. ___ Stairwell 7. ___ Other location inside school

B. Location Outside School Facility
1. ___ On district owned or controlled school bus 2. ___ On public conveyance 3. ___ On way to or from school (on or walking)
4. ___ Outside school but on school grounds 5. ___ Outside school but involved with school related activity

C. Time and Date of Incident
1. Approximate Time _____ AM/PM (Circle)
1. ___ After school hours 2. ___ Before school hours 3. ___ During school hours 4. ___ Weekend or vacation
2. Date of Incident _____

II. Description and Cost of Vandalism

A. Vandalism Description (check all that apply)
1. ___ Glass breakage 2. ___ Defacing property 3. ___ Destruction of property 4. ___ Other (describe) _____

B. Cost of Vandalism (estimate to the best of your ability)
1. ___ Under $50 2. ___ $50-100 3. ___ $100-300 4. ___ $300-1,000 5. ___ Over $1,000

III. Type of Incident (Check all that apply)

A. Arson
1. ___ Attempted 2. ___ Committed 3. ___ False alarm

B. Assault with a Weapon
1. ___ Attempted 2. ___ Committed

C. Assault without a Weapon
1. ___ Attempted 2. ___ Committed

D. Battery
1. ___ Fight 2. ___ Group conflict (gang fight)

E. Bomb Offense
1. ___ Attempted 2. ___ Committed 3. ___ False alarm

F. Breaking and Entering
1. ___ Attempted 2. ___ Committed

G. Damage to Property (indicate type of property)
1. ___ Motor Vehicle 2. ___ Personal 3. ___ School

H. Drug Possession (indicate type of drug)
1. ___ Alcohol 2. ___ Marijuana 3. ___ Other (specify below)

I. Drug Sale (indicate type of drug)
1. ___ Alcohol 2. ___ Marijuana 3. ___ Other (specify)

J. Drug Use (indicate type of drug)
1. ___ Alcohol 2. ___ Marijuana 3. ___ Other (specify below)

K. Firearm Offense
1. ___ Attempted 2. ___ Committed 3. ___ Possession

L. Possession of a Weapon
1. ___ Gun 2. ___ Gun 3. ___ Knife 4. ___ Other (specify below)

M. Robbery/Extortion
1. ___ Attempted 2. ___ Committed

N. Sex Offense
1. ___ Attempted 2. ___ Committed

O. Theft/Larceny
1. ___ Attempted 2. ___ Committed

P. Trespassing
1. ___ Onto school property 2. ___ Into school facility

Q. Other Crime or Offense (describe)
1. ___ Attempted _____
2. ___ Committed _____

(In this space, please specify all above categories checked as "other.")

IV. Description of Perpetrator(s) and Victim(s)

A. Position, Sex and Age of Perpetrator(s)
1. ___ Staff 2. ___ Student 3. ___ Other (specify) _____
2. ___ Male(s) Age(s) _____
3. ___ Female(s) Age(s) _____

B. Position, Sex and Age of Victim(s)
1. ___ Staff 2. ___ Student 3. ___ Other (specify) _____
2. ___ Male(s) Age(s) _____
3. ___ Female(s) Age(s) _____

V. Physical Injury to Perpetrator(s) and/or Victim(s)

A. Injury to perpetrator(s)
1. ___ Yes (describe) _____
2. ___ No

B. Injury to Victim(s)
1. ___ Yes (describe) _____
2. ___ No

VI. Action Taken (check all that apply)

A. Complaint Filed with Police
1. ___ Filed by victim(s) 2. ___ Filed by school district

B. School or District Level Action
1. ___ Expulsion was recommended 2. ___ Suspension 3. ___ Perpetrator transferred by school authority (describe) _____
4. ___ Other (describe) _____

C. No Action Taken
1. ___ Perpetrator not identified 2. ___ Incident not reported

VII. Person Completing This Form (please print or type)

_____ Signature _____ Title _____ Date

Reviewed by Principal

_____ Signature _____ Date

Reviewed by Chief School Administrator

_____ Signature _____ Date

NEW JERSEY STATE DEPARTMENT OF EDUCATION, DIVISION OF EVALUATION, BUREAU OF EVALUATION

Principal's copy - Blue Principal copy - Canary Superintendent's copy - Pink
County Superintendent copy - Green State Department of Education copy - White

Source: New Jersey State Department of Education

Course 5 - Security

Module 5.5 - Advanced Module: Alternate Strategies for Smaller School Districts

Module Synopsis

Purpose

To provide smaller school districts (10,000 students or less) with some low-cost/no-cost security programming strategies particularly relevant for their smaller student populations and limited resources.

Objectives

Participants will be able to--

1. List at least four cost saving approaches to improving security in their schools.
2. Recognize and prioritize security problems in their school districts for property protection as well as people protection.
3. Develop internal strategies to better cope with and combat security problems common to smaller school districts.
4. Identify available resources in the community which can be utilized in the building of a more comprehensive security program, and use existent school personnel as contacts and liaison.

(SPECIAL NOTE: The trainer for this workshop session should be very knowledgeable in security program structure and organization, and should be aware of the special problems which are typical of smaller school districts.)

Target Audiences/Breakouts

This advanced workshop module is specially designed for participants from school districts with 10,000 students or less. It is suggested that participants be in a position to return to their districts and work to institute the program ideas that will come out of this workshop. Participants would benefit a great deal from attending the rest of the course on Improving Physical Security before coming to this session.

Module Synopsis (continued)

Course 5 - Security

Module 5.5 - Advanced Module: Alternate Strategies for Smaller School Districts

Media/Equipment

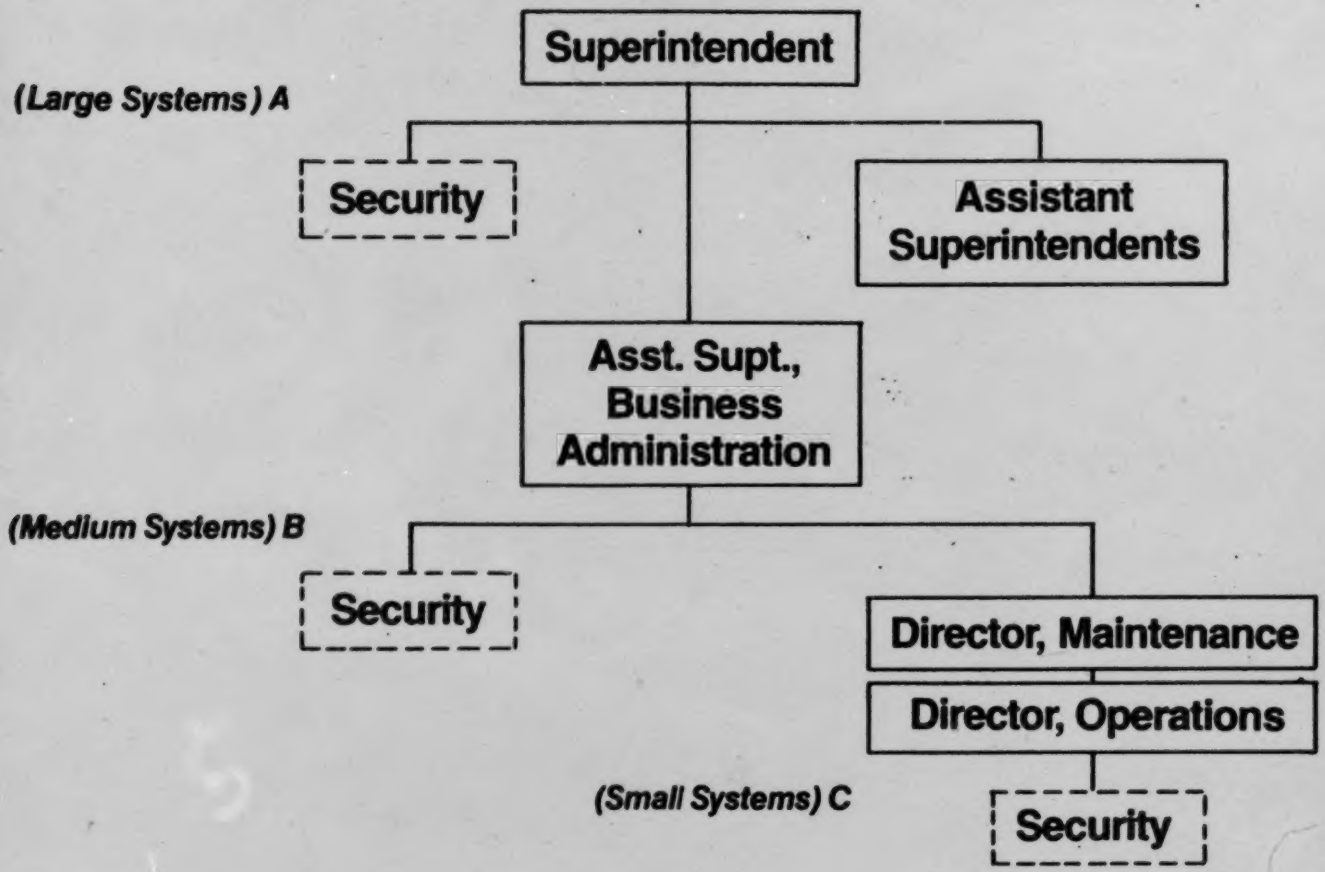
Overhead projector
Screen
Flip charts
Magic markers

Materials

Transparency

5.5.1 Typical Placements of Security Divisions in School District's Organizational Structure

Typical Placements of Security Divisions in School District's Organizational Structure



Course Agenda by Module

Course 5 - Security

Module 5.5 - Alternate Strategies for Smaller School Districts (Advanced Session)

Total Time 1 hour and 15 minutes

Module Summary

This module provides the outline for an advanced presentation for smaller school districts on security problems and solutions. Trainer should feel free to deviate from the outline in response to participant concerns.

Activity/Content Summary	Time
1. Introduction This module addresses security programming in small districts, with the aim of helping those districts generate and share low-cost strategies for improving security. A. Purpose B. Method of Presentation	5 min.
2. Definition of Primary Security Problems Participant examples of primary security problems in their districts will be recorded and categorized. A. Participants State Security Problems B. Record Problems C. Categorize Problem Areas	15 min.
3. Development of Strategies by Participants Participants will work in groups to develop strategies. Solutions will be recorded, and copies given to all participants. A. Groups Develop Strategies B. Record Solutions	30 min.
4. Developing a More Effective Organizational Structure Types of organizational structure are presented and problems are outlined. Discussion of how to effect changes in security is based on the group's experience.	10 min.

Activity/Content Summary	Time
5. Presentation of Strategies Specific strategies are presented for meeting security problems including linked security systems, local police involvement, community and student involvement programs, and staff development. A. Combining Forces to Solve Mutual Problems B. Use of an Answering Service to Report Problems C. Developing Low-Cost/No-Cost Alternatives	25 min.
6. Summary	

Course 5 - Security

Module 5.5 - Advanced Module: Alternate Strategies for Smaller School Districts

Detailed Walk-Through

Materials/Equipment	Sequence/Activity Description
Flip charts Magic markers Overhead projector Screen	If possible, participants will be instructed beforehead to come to this workshop session armed with at least <u>two</u> primary security problems from their district for which they are seeking solutions. Both property protection and people protection problems should be considered. 1. <u>Trainer Introduction</u> (5 min.) A. <u>Purpose</u> Emphasis in this session will be placed on those problems in school security which are particularly relevant to small districts. B. <u>Method of Presentation</u> Trainer explains that the workshop is specifically designed to address security programming in small districts. We will attempt to help these districts generate and share strategies which are low-cost and/or no-cost solutions to improving school security. 2. <u>Definition of Primary Security Problems</u> (15 min.) A. <u>Participants State Security Problems</u> Trainer will have the participants give examples of the primary security problems that they perceive in their school districts. B. <u>Record Problems</u> Trainer will record these problems with little or no discussion, except for clarification purposes. C. <u>Categorize Problem Areas</u> When all the problems have been recorded, trainer may suggest that they be categorized in some manner, i.e., people protection problems or property protection problems.

Materials/ Equipment	Sequence/Activity Description

3. Development of Strategies by Participants (30 min.)

A. Groups Develop Strategies

After problems have been categorized, the trainer will ask the participants to develop strategies which will help to solve the problems listed.

(1) If the group is large, this may be accomplished by having participants form small groups with all groups addressing all of the problems under consideration and reporting out their solutions.

(2) If the main group is relatively small (10-15), this may be accomplished through a group discussion in an open forum.

B. Record Solutions

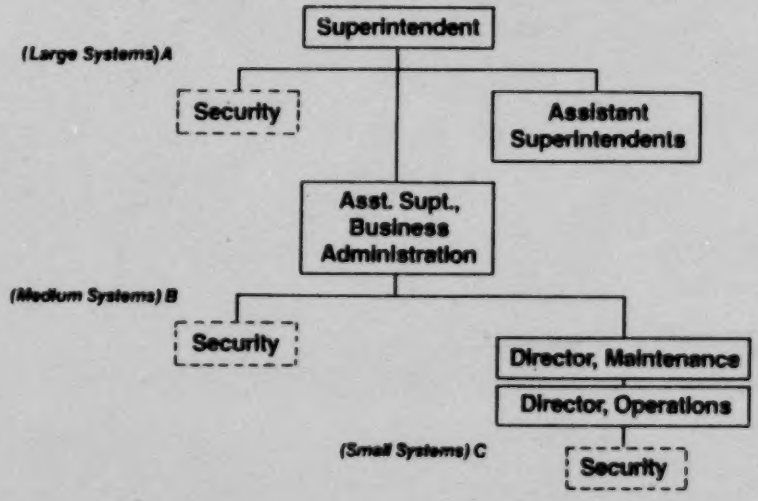
In either case, trainers or small-group recorders will list all solutions on flip charts. Facilitator should record the solutions, which will be reproduced and a copy given to all participants. The trainer will also let the participants know that their solutions will be sent to the NSRN for inclusion in the resource materials being developed.

4. Developing a More Effective Organizational Structure (10 min.)

Transparency 5.5.1

Show Transparency 5.5.1.

Typical Placements of Security Divisions in School District's Organizational Structure



Materials/ Equipment	Sequence/Activity Description

Trainer should, if necessary, review the following points covered in Module 5.4:

- o A is usually only found in large systems and probably represents the best placement under these circumstances. Allows head of security direct access to the superintendent of schools.

- o B is more common in medium-sized districts and in most cases is well placed under those circumstances; however, it is suggested that security divisions not be placed any lower in a district's organizational hierarchy.

- o C is most common in small districts, and this placement tends to be ineffective because--

  (1) Security tends to become subservient to the custodial (maintenance) approach

  (2) Difficult for security director to relate to higher level of the administration

  (3) Security has little planning authority, no real budget, and too many barriers to building an effective program.

Trainer will stress that these problems need not become insurmountable; however, it is of primary importance that security have an effective method of reporting to higher decisionmaking levels of the school administration.

(NOTE: This discussion can become the springboard for a group discussion of how to effect change, based on trainer's and group's organizational experience.)

5. Presentation of Strategies (25 min.)

A. Combining Forces to Solve Mutual Problems

(1) Linked Security Systems

In the state of Washington, several small school districts (Renton, Kent, Auburn, Tacoma, and Issequah) have combined to create one linked security system which provides each district with a centralized reporting and monitoring system. The system includes--

- o Alarm monitoring
- o Alarm response
- o Radio communications
- o Followup reporting for their records reporting system.

Materials/ Equipment	Sequence/Activity Description

Each district also has radio-linked communications with its local police.

This type of system is cost effective because payment for services of this kind is prorated for each district in the system with an initial investment and continual maintenance included.

(2) The Educational School District Approach

In Washington State several school districts form an "educational school district," which resembles an intermediate-sized school district, and are setting up combined security programs that operate across an area of approximately 25 square miles.

B. Use of an Answering Service To Report Problems

When direct phone hookup to local police is not feasibile, some smaller school districts are using commercial answering services to report problems. For example:

> When an alarm in a school is tripped, an automatic recording device is activated. This device (which is commercially available) activates the phone and rings one of three preset telephone numbers. Whenever the phone is answered, a prerecorded tape message states that there has been an unauthorized entry at (x) school.

The first number to be called can be that of a professional answering service whose operators are trained to call the police and then notify a designated school official, i.e., security director, principal, director of maintenance. If no answering service is available, the device can be hooked up to the police emergency line, if allowable, or to a school offical's home phone.

C. Developing Low-Cost/No-Cost Alternatives

(1) Local Police Involvement

Many schools enlist the aid of police to provide patrol and monitoring functions around schools at night and on weekends and holidays. One key to success in maintaining effective rapport with police is to develop a written agreement with the police department which details the exact nature of their involvement with the security program of the schools.

NSRN T/A Bulletin available

In Broward County, Florida, police use an office in the school at night to write up their reports.

Materials/ Equipment	Sequence/Activity Description

Under a negotiated agreement local police may be issued outside door entry keys to schools which allows them to provide surveillance inside as well as outside of school buildings.

(2) Community Involvement Programs

In general, resident watch programs, hot lines, and various other types of programs that ask community residents to help combat school vandalism work most successfully in smaller communities. (Several such programs were discussed in Module 5.2.)

Enlist the aid of civic groups. In many small communities, members of the school board and school administration belong to the Kiwanis Club, Rotary, Club, Jay-Cees Club, etc. Utilize these organizations in your school security efforts.

NSRN
T/A
Bulletin
available

Businesses in the community can provide cash incentives for vandalism reduction program. Especially enlist the aid of businesses which cater primarily to student clientele, e.g., MacDonalds, Hot Shoppes, etc. The Colorado Springs Realtors Association worked with the schools in a comprehensive antivandalism campaign, offering a cash prize to the school with the most effective program.

(3) Student Involvement Programs

These programs have also proved effective in smaller communities; e.g., school beautification programs, student vandalism patrols, etc., as covered in Module 5.2.

(4) Staff Development

Institute staff development programs for nonsecurity personnel which make them more aware and more responsive to their responsibilty related to school security.

Sponsor joint school workshops with other community agencies which are involved in school security; i.e., police department, juvenile justice personel, probation department, social service agencies, etc.

Have workshops conducted by outside groups. For example:

- The Federal Alcohol and Tobacco Tax Agency of the Treasury Department has a bomb threat group. They will conduct workshops and train security and nonsecurity personnel in how to handle bomb threats.

Materials/ Equipment	Sequence/Activity Description

The Federal Narcotics Bureau of the Treasury Department also has materials available and speakers for workshops on drug abuse and control.

- Insurance Companies--Some companies will give workshops for school personnel on arson and arson prevention, risk management, loss control, and inventory procedures. Some will even do these workshops at their own facilities.

- The Community Relations Service of the U.S. Justice Department will conduct workshops on school security programming, human relations, and contingency planning.

6. Summary

Trainer will briefly reiterate major points covered in workshop and answer any questions participants may have relevant to the overall presentation.

Course 5

Security

ACKNOWLEDGEMENTS

Modules 5.1, 5.2, 5.4 and 5.5 were written by Dr. Spencer Holland with ongoing review by Ms. Kamer Davis and writing/editorial assistance from Mr. Charles O'Toole.

Module 5.3 was written by Dr. Imre Kohn with the conceptual assistance of Mr. John Royall. Dr. Michael Murtha should be credited for the conceptualization and execution of the school floor plan. Mr. Charles O'Toole provided overall guidance and review.

National School
Resource Network

Core Curriculum

TO ASSIST SCHOOLS IN PREVENTING
AND REDUCING VIOLENCE, VANDALISM
AND DISRUPTION

TRAINER'S GUIDE

DEVELOPED BY

CENTER FOR HUMAN SERVICES
WASHINGTON, D.C.

FOR THE

OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION
WASHINGTON, D.C.

1979

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Course Overview

Course 6 - Environment

Purpose

This course is based on the premise that outdoor and indoor spaces can be designed so they are less vulnerable to vandalism, do not provide opportunities for crime, and do not support fear of crime. At the same time security-conscious design can enhance the overall climate of the school. The purpose of the course is to increase awareness of comparatively low-cost approaches to crime prevention through environmental design.

Instructional Objectives

1. To introduce participants to the environmental approach to security and climate enhancement.

2. To define and provide specific examples of three strategies that can enhance environmental design: natural access control, natural surveillance, and territorial reinforcement.

3. To provide a rationale and procedure for accessing potential problems in the school environment.

4. To suggest specific approaches that schools may take to enhance environmental safety and security.

Target Audiences

Modules 6.1 and 6.2, which provide an introduction to the principles and strategies of environmental design, are core modules suitable for a broad mix of participants. Module 6.3 is an advanced module which will appeal to those who can be actively involved in environmental solutions.

Course Overview (continued)

Course 6 - Environment

Activity/Content Summary by Module	Apprx. Time Required
Module 6.1 - Designing Safe School Environments A slide show introduction presents numerous visual examples demonstrating the role of environmental design in creating school climate and improving security. Three environmental design strategies--natural access control, natural surveillance, and territorial reinforcement--are presented.	20 minutes
Module 6.2 - Assessing Environmental Design Transparencies and background materials will supplement a minilecture on environmental design assessment, followed by a small group work-through of a design problem. A "Design Accountability Check List" will provide the basis for workshops and back-home assessment.	1 hour
Module 6.3 - Environmental Design Strategies (Advanced) Physical design strategies are presented that schools can apply in renewing and regenerating interior and exterior space. Slides showing solutions for specific "trouble areas" complement minilectures and discussions.	1½ hours

Course 6 - Environment

Module

Audiovisuals

THE AMERICAN SCHOOLS: FLUNKING THE TEST

To many young people, schools is a place to get out of. Along with many of these young people, have the American schools flunked the test? Have they become babysitters who graduate people who cannot read a newspaper or map, fill out a job applibation, or file an income tax form? Many would say yes...including "Peter Doe" who sued the San Francisco School District for educational mal practice. The reasons offered for this sad state of affairs range from the adverse impact of television on reading, to teacher tenure, to public apathy, to unions. But it is not that simple. Today, more than ever, people are asking why education is costing more but the results are less satisfactory. This ABC News Closeup film brings us important interviews with students, teachers, parents, union leaders, testers, school administrators and school board directors in an attempt to determine where the accountability for this condition rests. The perplexing conclusion appears to be there is no accountability. And there won't be any accountability until people become involved in the critical issues raised in this film which is a must for anyone interested in the present and future of American education. Recommended for secondary grade levels and adults.

Two Color Films (Part I and II), 51 minutes
Purchase: $695
Rental Fee: $51
Videocassette Purchase: $525
Distributor: Deborah Richmond
McGraw-Hill Films
McGraw-Hill Book Company
110 - 15th Street
Del Mar, CA 92014
Call Collect: (714) 453-5000, ext. 34

Previewed by NSRN staff.

Course 6 - Environment

Module 6.1 - Designing Safe School Environments

Module Synopsis

Purpose

This module introduces, through numerous visual examples, the importance of environmental design in school environments. A slide show with audiotape is presented showing the relationship between the role of environmental design in creating school climate and the role of design in improving security.

Objectives

Participants will be able to--

1. Identify three environmental design strategies for improving school safety
2. List at least five specific techniques that schools have employed to improve school safety through environmental change

Target Audiences/Breakouts

This is a core module targeted at the preoperational and operational levels. It is, therefore, appropriate for a broad mix of participants.

Module Synopsis (continued)

Course 6 - Environment

Module 6.1 - Designing Safe School Environments

Media/Equipment

Slide projector
Screen
Audiotape player (synchronized with slide projector)

Materials

Audiovisuals

6.1.1 Slide Tape, "Designing Safe School Environments"

Participant/Trainer Background

6.1.1 Professionals Who May Assist
6.1.2 Some Things To Think About
6.1.3 An Environmental Design Example: Girls' Bathroom Mural

Course Agenda by Module

Course 6 - Environment

Module 6.1 - Designing Safe School Environments

Total Time 20 minutes

Module Summary

A slide show presentation on "Designing Safe School Environments" is the focus of this module. The vital role that environmental design has in creating a positive school climate and in improving school security is also discussed.

Activity/Content Summary	Time
1. Introduction to the Course	5 min.
A. Purpose of the Course This course explores the relationship between physical design characteristics, school security, and a positive school climate. Our focus will be to implement marginal changes in already-built schools to make them safer, rather than a total redesign of the school environment.	
B. Interconnection of Climate, Security, and Environment Climate and security go hand in hand. Unsafe schools are also places that tend to be dull, gray, confining, and unyielding to human needs. An explosive situation exists when school people feel alienated, and the physical environment can contribute to that alienation.	
2. Slide Show Presentation, "Designing Safe School Environments"	10 min.
3. Conclusion Background materials offer more information on environmental strategies and approaches.	5 min.

Course 6 - Environment

Module 6.1 - Designing Safe School Environments

Detailed Walk-Through

Materials/Equipment	Sequence/Activity Description
Screen Slide projector Audiotape player	1. Preliminary Comments and Introduction to Slide Show (5 min.) A. Overview of Purpose of Environmental Course Trainer should make the following introductory points: o This course explores the relationship between physical design characteristics and security. o One focus will be to implement marginal changes in already built schools to make them safer rather than a total redesign of the school environment. B. Discussion of Interconnection of Climate, Security, and Environment Trainer should make the following points: o Climate and security go hand in hand. It is no accident that unsafe schools also happen to be places that are dull, gray, confining, unyielding, and, as Robert Propst said, "committed to everyone's sameness, and dedicated to the proposition that tomorrow will be no different from yesterday." o An explosive situation exists when students and teachers feel alienated--and the physical environment can contribute significantly to that alienation. Too many schools are constructed in ways that support alienating forces--the long double-loaded corridors, the impersonal quality of classrooms, the large number of people, and overcrowded spaces. o Environmental improvement must thus look at both security improvement and climate improvement. In this presentation, therefore, we will suggest ways to minimize environmental conditions that lead to conflict, violence, and vandalism, while at the same time showing how educational opportunities and climate can be enhanced through design.

Materials/ Equipment	Sequence/Activity Description
Slide/tape 6.1.1, "Designing Safe School Environments"	2. Show Slide/Tape Presentation, "Designing Safe School Environments" (10 min.) 3. Trainer Conclusion (2 min.) Point out the background materials included in the Participant Guide--Professionals Who May Assist, Some Things to Think About, and An Environmental Design Example: Girls' Bathroom Mural.

Course 6 - Environment

Module 6.1 - Designing Safe School Environments

Background I-D 6.1.1

Background Materials

Professionals Who May Assist

in Modernizing a Facility for Health and Vitality
and for Reducing Violence, Vandalism, and Crime

Acoustical Design Engineers
Audiovisual Design Engineers
Behavioral Scientists
Building Systems Designers
Community and Press Relations Specialists
Ecological Advisors
Electronic Data Processing Hardware Specialists and Programmers
Facilities Use Trainers and Managers
Financial Planners
Food Service Planners
Graphic Designers
Health Care Planners
Information Management Specialists
Installation Supervisors
Interior Designers, Landscape Planners
Laboratory Planning Engineers
Lighting Designers
Management Consultants
Project Planners and Directors
Safety Engineers
Site Planners
Technical Equipment Specification Experts
Urban Planners
Vocational Planning Specialists

Propst, Robert. High School: The Process and the Place. Ruth Weinstock, ed. A Report from Educational Facilities Laboratories, August 1975, p. 107. Adapted by Jean Chen, August 1979.

Course 6 - Environment

Module 6.1 - Designing Safe School Environments

Background I-D 6.1.2

Background Materials

Some Things to Think About

Think about the various physical environments within your school. Do you have places which can accommodate various groups and activities or might you be able to modernize an underused area to stimulate new activities, channel the flow of traffic, and provide a sense of territorial identification? Think about ways in which you might alter your built environment in order to reduce and prevent violence, vandalism and crime and to make your school a safer place for students, teachers, and the community.

1. If class sizes are large, are there carrels, seminar rooms, study lounges, partitions or miniareas where some students may work, thereby allowing the teacher to work with a smaller number of students?

2. Does the environment maintain a rigid time schedule by giving a message to students and teachers, "Get out at the end of the day"? Students, teachers, and community members who are involved in school-based activities round the clock will serve to protect the environment. The environment may be modified to accommodate small groups after school hour activities.

3. Do students feel they have places of their own? Have they been encouraged to design their own display areas, social interaction areas, classrooms, cafeterias, restrooms, and courtyards? Territorial reinforcement will result in protection for the school environment.

4. Are teachers and students able to see from their classrooms out to hallways? This natural surveillance of the corridors will result in another type of protection for students, their lockers and the environment.

5. Have there been projects involving community/parents lately in modernizing and improving school grounds, spaces, and activities?

6. Have you asked students about the specific areas in the school which they avoid; where they are afraid they'll be harrassed; and what might be done to protect them in these areas?

7. What specific ways may students be allowed to personalize their spaces in and outside of the school? Would the enlisting of an architect/designer to work with students and teachers help to produce some projects which would improve the environment as well as enrich the students' curriculum?

8. Do your students feel they have one of the better schools around or do they feel that theirs is inferior to other schools in the vicinity? Pride in one's school will result in more protection than a situation where students think that the facility in which they learn isn't worth protecting.

9. Are there places in the school where students may put their feet up, argue loudly or listen to loud music, as well as spaces where they might have visual and auditory privacy to meet a stranger and make a new friend?

Course 6 - Environment

Module 6.1 - Designing Safe School Environments

Background I-D 6.1.3

Background Materials

An Environmental Design Example

A Tale Describing the Modification of the Physical Environment and Its Result

GIRLS' BATHROOM MURAL

Initiation of Project:

In November, I overheard Sheila and Nutricia, two third graders, arguing over who could claim credit for which scatalogical scrawl on a closet in the girls' bathroom. The girls, who had been frequent visitors at my free time center, were quite willing to show me their work and to try to erase it. I said that some people paint on walls to make places more pleasant, that if they wanted to try to make the bathroom more attractive, I could help them paint a mural on the closet doors. I checked with the principal and he gave his permission.

Process:

We met at our mutual convenience for half hours after school. First we looked at pictures, then we measured the cabinet and made a scale drawing. Nutricia's younger sister Kendra joined the project and came up with the drawing that the girls liked best. It showed two girls jumping rope under a cherry tree. We painted it during a week in early January.

Results:

Soon after the work was completed, I arrived at school one day and was stopped numerous times in the halls by second graders who told me, "Kendra took Nicole to the principal's office!" in awed voices. It transpired that Kendra had discovered one of her classmates scratching at the paint and, outraged, had hauled her off promptly to Mr. Akery. No one has defaced the mural since that time.

Comments:

The girls all enjoyed the painting process and are proud of the results, but seem to regard the undertaking as one of my more bizarre ideas. Occasionally they say fondly, "Remember when we did that painting...."

Contributed by the AIS/Artists-in-Schools, Architects-in-Schools Program, Educational Futures, Inc., Philadelphia, Pennsylvania.

10. Have you invited parents and community members in to take a fresh look at the existing facility and to suggest things that might be changed? Invite some neighboring group of teachers over to exchange ideas on facilities built for diverse and educational purposes.

Course 6 - Environment

Module 6.2 - Assessing Environmental Design

Module Synopsis

Purpose

This module shows participants how to study their own school environments and identify design features that may be providing opportunities for crime and vandalism due to inadequate access control, natural surveillance, or territorial reinforcement.

Objectives

Participants will be able to--

1. Identify design features that provide opportunities for crime and vandalism as a result of inadequate access control, natural surveillance, or territorial reinforcement
2. List a large number of access control strategies for a specific "problem" environment
3. List a large number of natural surveillance strategies for a specific "problem" environment
4. List a large number of territorial reinforcement strategies for a specific "problem" environment
5. Apply an assessment methodology to their back-home problems.

Target Audiences/Breakouts

This is a core module targeted at the preoperational and operational levels. It is, therefore, appropriate for a broad mix of participants.

Module Synopsis (continued)

Course 6 - Environment

Module 6.2 - Assessing Environmental Design

Media/Equipment

Overhead projector
Screen
Pens/pencils

Materials

Transparencies

6.2.1	Environmental Design Strategies
6.2.2	Sample Access Control Questions
6.2.3	Sample Natural Surveillance Questions
6.2.4	Sample Territorial Reinforcement Questions

Participant Worksheet

6.2.1	Design Checklist for Assessing School Environment

Background (Trainer/Participant)

6.2.1	Basic Concepts

Resource Materials

R6.2.1	Basic Concepts
R6.2.2	Parking Lots
R6.2.3	Bus Loading Zones
R6.2.4	Social Gathering Areas
R6.2.5	Informal Play Areas
R6.2.6	Walkways and Landscaping
R6.2.7	Exterior Lighting
R6.2.8	Structure
R6.2.9	Entrances
R6.2.10	Corridors and Stairwells
R6.2.11	Classrooms
R6.2.12	Physical Education Locker Rooms

Graphic Display

6.2.1	Outdoor View

Environmental Design Strategies

1. Natural Access Control
2. Natural Surveillance
3. Territorial Reinforcement

Sample Access Control Questions

Corridors:	Are there "bottlenecks" causing congestion and fights?
Entrances:	Can persons enter the school and steal equipment undetected?
Classrooms:	Can students vandalize empty classrooms without anyone knowing?
Landscaping:	Do students "short-cut" through landscaped areas?

Sample Natural Surveillance Questions

Playgrounds:	Can assaults or robberies in playgrounds be seen from indoors?
Stairwells:	Are there "blind spots" where extortion or intimidation can take place?
Windows:	Are windows hard to see through?
Corridors:	Is the lighting bright enough to see what is happening at the far end?

Sample Territorial Reinforcement Questions

School:	Do people in the school protect property and people in it?
Corridors:	When something happens in the corridor, do you hope someone else will check it out?
Classrooms:	Can students "put their stamp" on the classrooms they work in?
Beautification:	Are students involved in improving the appearance of the school?

6 - Environment

6.2 - Assessing Environmental Design

Handouts

6.2.1 Outdoor View (One per Group)

Bibliography

"Synthesis of Research on Environmental Factors Relevant to Crime and Crime Prevention Behaviors" (with Module 6.3)

Course Agenda by Module

Course 6 - Environment

Module 6.2 - Assessing Environmental Design

Total Time 1 hour

Module Summary

A presentation on the benefits of environmental design assessment is supplemented by small group work on a design problem. A "Design Accountability Checklist" provides the basis for small group work and back-home assessment.

Activity/Content Summary	Time
1. Introduction and Review of Concepts	10 min.
A. Preliminary Comments	
B. Review of Basic Concepts	
Environmental design strategies concerning access control, natural surveillance, and territorial reinforcement are reviewed briefly, and additional resource materials are suggested.	
2. Presentation of Assessment Checklist	5 min.
A. Overview of Design Accountability Checklist Topics	
Use of Worksheet 6.2.1, "Design Accountability Checklist" is explained.	
B. Example of Use of Checklist for Assessing Corridors	
An illustration of use is drawn from Section 3-1, "Corridors," in Worksheet 6.2.1.	
3. Introduction to Design Problem	5 min.
A. Explanation of Activity	
A description is given of the drawing of school building and grounds that everyone will work on.	
B. Example of How to Proceed	
Group analyzes graphic display in terms of checklist section 1-1, "Parking Lots," (Worksheet 6.2.1).	

Activity/Content Summary	Time
4. Small Group Activity: Design Problems Participants divide into groups consisting of 4 to 8 persons. Trainer distributes Handout 6.2.1, which reproduces the graphic display. Group selects group leaders and recorders. Trainer selects subsections within worksheet that each group will begin with so that each group addresses a different set of design issues.	25 min.
5. Reporting Out of Small Group Solutions Participants reconvene and display design solutions. Group leaders briefly review design decisions/recommendations of the groups. Discussion follows.	10 min.
6. Conclusion Applications of the Design Accountability Checklist are discussed; background resources are introduced.	5 min.

Course 6 - Environment

Module 6.2 - Assessing Environmental Design

Detailed Walk-Through

Materials/Equipment	Sequence/Activity Description
Overhead projector Screen	1. Introduction and Review of Concepts (7 min.) A. Preliminary Comments Trainer should make the following points: o The objective of this session is to show the participants how they can assess their own school environment and identify design features that provide opportunities for crime and vandalism. o Trainer explains that he/she will quickly review the basic strategies of access control, natural surveillance, and territorial reinforcement, because they are the basis on which the assessment rests. o Participants will leave the session with a checklist to help them assess their own schools and create appropriate design solutions. B. Review of Basic Concepts
Transparency 6.2.1	Show Transparency 6.2.1, Environmental Design Strategies.

Environmental Design Strategies

1. Natural Access Control
2. Natural Surveillance
3. Territorial Reinforcement

Materials/ Equipment	Sequence/Activity Description

Trainer defines each of the terms.

- o Natural--we use the word natural here to distinguish environmental strategies from security strategies. The term natural implies achieving control over who uses space and watching what happens as a by-product of normal and routine structures and activities. Thus, it is possible to adopt, through design and planning, normal and natural uses of school to accomplish security objectives.

- o Natural Access Control--access control strategies focus on creating symbolic or psychological barriers that reinforce the privacy and integrity of spaces. They discourage intrusion; they do not bar it.

- o Natural Surveillance--natural surveillance strategies involve channeling the flow of activity so that more potential observers are near a potential crime area. They also focus on improving observation capacity by using transparent barriers or improved lighting.

- o Territorial Reinforcement--territorial reinforcement strategies are based on the concept of defensible space; that is, the idea that if people perceive a space as somehow belonging to them, they will develop strong proprietary interest in it and will respect it.

  - As an individual proceeds from his most personal, private space--a locker, or desk, say--through increasingly public spaces--a classroom, a hallway, the main entrance to the public street--his territorial response changes accordingly. His sense of personal control over activities occurring in this space diminishes, and also his personal involvement and sense of responsibility.

  - The focus of territorial reinforcement strategies is on instilling a greater sense of territoriality and related protective behavior through physical design.

- o Each of these strategies is a helpful starting point for assessing physical design ... because they can help us ask the right questions.

Materials/ Equipment	Sequence/Activity Description
Transparency 6.2.2	Show Transparency 6.2.2, some sample questions we might ask based on a concern for access control. Review questions.

Sample Access Control Questions

Corridors: **Are there "bottlenecks" causing congestion and fights?**

Entrances: **Can persons enter the school and steal equipment undetected?**

Classrooms: **Can students vandalize empty classrooms without anyone knowing?**

Landscaping: **Do students "short-cut" through landscaped areas?**

Trainer should point out that these are only some examples to provide thinking.

Materials/ Equipment	Sequence/Activity Description
Transparency 6.2.3	Show Transparency 6.2.3 and review questions on natural surveillance.

Sample Natural Surveillance Questions

Playgrounds:	Can assaults or robberies in playgrounds be seen from indoors?
Stairwells:	Are there "blind spots" where extortion or intimidation can take place?
Windows:	Are windows hard to see through?
Corridors:	Is the lighting bright enough to see what is happening at the far end?

Transparency 6.2.4

Show Transparency 6.2.4 and review questions on territorial reinforcement.

Sample Territorial Reinforcement Questions

School:	Do people in the school protect property and people in it?
Corridors:	When something happens in the corridor, do you hope someone else will check it out?
Classrooms:	Can students "put their stamp" on the classrooms they work in?
Beautification:	Are students involved in improving the appearance of the school?

Materials/ Equipment	Sequence/Activity Description

Trainer concludes minilecture by pointing out that for those who wish to examine additional resource materials on improving design, there is additional background material in the Participant Guide.

- o There are also resource materials available on strategies to improve--
  - Basic Concepts
  - Parking Lots
  - Bus Loading Zones
  - Social Gathering Areas
  - Informal Play Areas
  - Walkways and Landscaping
  - Exterior Lighting
  - Structure
  - Entrances
  - Corridors and Stairwells
  - Classrooms
  - Physical Education Locker Rooms
- o However, in this session we will look at ways to assess existing problems as a first step toward change.

2. Presentation of Assessment Checklist (5 min.)

A. Overview of Design Accountability Checklist Topics

Worksheet 6.2.1

The procedures are as follows:

(1) Have participants turn to Worksheet 6.2.1, "Environmental Design Evaluation Checklist," and explain that it has been designed based on the principles outlined above.

(2) Explain that the checklist has 17 sections. There are three major sections. Each section is subdivided into general questions followed by a series of specific statements. The sections are outdoors, structural characteristics, and indoors.

(3) Explain that the checklist should be used during a site walk-through because within the context of real settings, the checklist not only helps identify problems but is useful for indicating realistic solutions.

Materials/ Equipment	Sequence/Activity Description

B. Example of Use of Checklist for Assessing Corridors

Worksheet 6.2.1

Participants should turn to Section 3-1, "Corridors." Trainer reads the first general question, "What has been done to prevent or reduce congestion or blind spots in the corridors?" and makes the following points:

- o The question is followed by several specific statements. For example, the first statement reads, "There are no lockers that stick out into the corridors."
- o Trainer explains the four response categories, "Yes", "No", "DK", and "NA".
  - "Yes," the statement is correct in the particular school; there are no lockers that stick out causing traffic flow problems, or providing blind spots.
  - "No," the statement is not true because lockers do stick out significantly.
  - "Don't know"--whether there are lockers in the corridor or whether they stick out too far.
  - "Not applicable," which would be checked because there are no lockers or because they pose no problem.
- o Now we would like you to apply a portion of the evaluation checklist to a specific design problem.

3. Introduction To Design Problem (5 min.)

A. Explanation of Activity

Graphic Display 6.2.1

Trainer shows Graphic Display 6.2.1.

Trainer explains that the audience will be divided into work groups. Each group will focus on the school in the displayed graphic. Using Sections 1 (Outdoors) and 2 (Building Design) of the checklist, each group will assess the physical design features of the school and suggest, for any problem identified, possible solutions.

B. Example of How to Proceed

Trainer starts the process by going through the first part of Section 1. The audience is instructed to assume that for each design weakness they identify there is a corresponding crime or vandalism problem. For example, in Section 1.1 (Parking Lots), assume that if outsiders can use the parking lot, they will do so. If participants are not certain about a particular design

Materials/ Equipment	Sequence/Activity Description

because the illustration is not clear, they can decide themselves whether there is or is not a problem. In the parking lot of the school shown, there is indeed a problem of detection of illegitimate users. The trainer then asks participants to suggest solutions.

(NOTE: While walking through the example, the trainer should not suggest design solutions because, for each design issue, there is more than one solution. If he/she suggests one, other design solutions may be unwittingly foreclosed.)

4. Small Group Walk-through of Design Problems (25 min.)

The procedures are as follows:

Handout 6.2.1, copies of Graphic Display

(1) Divide audience into several groups, consisting of no more than eight persons but no less than four, and distribute Handout 6.2.1 to each group, with markers.

(2) Group should choose one individual in each group to record design solutions.

(3) Assign each group to begin with a different sub-section in the checklist (1.1, 1.4, 2.1, etc.) to assure that as a whole they will cover full range of design issues. For example, Group 1 begins with subsection 1.2; Group 2 with 1.4; Group 3 with 2.1; and Group 4 with 2.3.

(4) Explain that as each group completes analyzing a subsection it should first suggest possible solutions, then proceed to the next subsection. Groups starting with subsections in Section 2 should move back to Section 1 rather than Section 3.

(5) Rotate among the groups facilitating discussion but offering no criticism of ideas. Allow the participants to determine the relevance and effectiveness of candidate solutions. Participants should be encouraged to behave like architects, using markers to sketch ideas on the illustration.

Handout 6.2.1, if needed

(6) Distribute extra copies of illustrations when needed.

5. Reporting Out of Small Group Solutions (10 min).

Trainer reconvenes the audience and sets up the "design products", i.e., the marked up illustrations.

One member from each group explains how they proposed to solve a given design problem.

Trainer solicits alternative solutions or comments from other groups. Again, he/she does not critique.

Trainer attempts to spend no more than 2-3 minutes on the solutions generated by each group, assuring that everyone has a turn.

6. Summary (3 min.)

A. Review of Session

Trainer reiterates the following points:

- The design problem is artificial because not every design "weakness" has a corresponding crime or vandalism problem. If there isn't a problem, then a design solution isn't required. Thus, it is important to know what the problems are in your particular school.
- The checklist is best used during a site walk-through.
- The checklist is not exhaustive, so that as you study your school environment, you will think of additional design issues. NSRN would greatly appreciate hearing from you about ways the checklist can be revised and expanded.

B. Resources Available

For participants who would like more information on how to improve the design of various areas in the school, remind them of the resource materials available from NSRN.

Course 6 - Environment

Module 6.2 - Assessing Environmental Design

Worksheet I-D 6.2.1

Participant Worksheet

DESIGN CHECKLIST FOR ASSESSING SCHOOL ENVIRONMENTS

1. Outdoors

    1.1 Parking Lots
    1.2 Bus Loading Zones
    1.3 Gathering Areas
    1.4 Play Areas
    1.5 Walkways and Landscaping

2. Structural Characteristics

    2.1 Entrances
    2.2 Windows
    2.3 Walls
    2.4 Rooftops
    2.5 Fixtures

3. Indoors

    3.1 Corridors
    3.2 Stairwells
    3.3 Gathering
    3.4 Walls, Ceilings, and Floors
    3.5 Fixtures
    3.6 Assembly

About the Checklist

This design accountability checklist is a modified, expanded version of a checklist developed by John Ziesel in "Stopping School Property Damage." Also included are additional design issues which came to light during the Crime Prevention Through Environmental Design Project in Broward County, Fla.

Using the Checklist

The checklist has 16 sections in 3 major categories. Each section is subdivided into general questions followed by specific statements requiring response. For example, the general question--

> What has been done to prevent or reduce congestion or blind spots in the corridors?

is followed by specific statements such as--

> There are no lockers that sick out into the corridor.

YES	NO	DK	NA
( )	( )	( )	( )

"DK" stands for "don't know" and "NA" stands for "not applicable".

This checklist is intended to help you systematically evaluate design features in your school so that you can create appropriate design solutions. It will be of special value to you during a site walk-through, because the checklist will suggest what design features you should look for--and plan for--as you search for realistic solutions based on actual conditions in your school.

1. Outdoor Areas

1.1 Parking Lots

What provisions have been made to increase the security in and around parking lots?

	YES	NO	DK	NA
Illegitimate users cannot use the parking lot without being detected.	( )	( )	( )	( )
Only essential access points to public thoroughfares are provided.	( )	( )	( )	( )
The lot is close to the school building.	( )	( )	( )	( )
The lot is bordered by a low barrier, such as curbing, hedges, or some other "symbolic" barrier.	( )	( )	( )	( )
The lot is bordered by a wall, chain link fence, or some other "real" barrier.	( )	( )	( )	( )
The lot is overlooked by many windows.	( )	( )	( )	( )
Access points have gates.	( )	( )	( )	( )
Cars can be routed through internal spaces near school buildings to increase surveillance potential.	( )	( )	( )	( )
Cars are prevented from taking shortcuts with curbing, low hedges, chains.	( )	( )	( )	( )
The lot can be moved to (exchanged for) another outdoor space that requires less protection.	( )	( )	( )	( )

What have you done to increase the security for bicycle parking?

Bicycle parking is close to buildings.	( )	( )	( )	( )
Bicycle parking is overlooked by windows.	( )	( )	( )	( )
Bicycle parking is fenced with gates.	( )	( )	( )	( )

1.2 Bus Loading Zones

What provisions have been made to increase the security of bus loading zones?

	YES	NO	DK	NA
The number of buses parked in the zone is small.	( )	( )	( )	( )
The zone does not interfere with pedestrian traffic to school entries.	( )	( )	( )	( )
The zone does not interfere with vehicle traffic.	( )	( )	( )	( )
The line of buses does not create a visual obstacle to areas where crime may occur.	( )	( )	( )	( )
The bus zone is visible from school offices or other interior areas.	( )	( )	( )	( )
The bus loading zone is located near an entrance.	( )	( )	( )	( )
There are waiting areas near the bus loading zone.	( )	( )	( )	( )
There are durable benches in the waiting area.	( )	( )	( )	( )
There are no fixtures or hardware items in the bus waiting area.	( )	( )	( )	( )
School entry areas are planned as hangout areas with limited hardware, glass, and fixtures.	( )	( )	( )	( )

1.3 Gathering Areas

What provisions have been made for formal gathering areas and the security of these areas?

There are specific formal areas, such as mini-plazas, patios, or courtyards.	( )	( )	( )	( )
The formal areas provide natural surveillance for other outdoor areas, such as an entrance to the school, a parking area, or playgrounds.	( )	( )	( )	( )

	YES	NO	DK	NA
Activities in the formal gathering area can be easily overseen.	( )	( )	( )	( )
The formal gathering area cannot be easily preempted by nonschool people.	( )	( )	( )	( )

What provision has been made to minimize damage when students sit on--hangout on--convenient walls, steps, planters, ledges, and near play areas, pickup play places, entries, and pathways? What has been done to minimize damage in areas around schools which students use after hours as clubhouses--partially hidden places adjacent to buildings which are large enough for small groups?

There are no fixtures in or near hangout areas.	( )	( )	( )	( )
All fixtures in hangout areas have tamperproof screws.	( )	( )	( )	( )
All hardware and fixtures in hangout areas are extra durable.	( )	( )	( )	( )
There are no windows in or nearby hangout areas.	( )	( )	( )	( )
Windows in hangout areas are specially protected.	( )	( )	( )	( )
Planting in hangout areas is flexible, resilient, and grows quickly.	( )	( )	( )	( )
There is no stiff, breakable planting in hangout areas.	( )	( )	( )	( )
Wall surfaces are extra durable.	( )	( )	( )	( )
Walls can be easily cleaned.	( )	( )	( )	( )
Walls can be painted.	( )	( )	( )	( )
There are benches, steps, or ledges for sitting in hangout areas.	( )	( )	( )	( )
All probable sitting places in hangout areas are far from breakable windows and fixtures.	( )	( )	( )	( )

	YES	NO	DK	NA
Low walls, ledges, and steps in hangout areas are made of extra durable material.	( )	( )	( )	( )
There are heavy-duty trash containers in hangout areas.	( )	( )	( )	( )
Trash containers in hangout areas are designed and located to act as targets for litter.	( )	( )	( )	( )
There are no planters in hangout areas which can be used as trash baskets.	( )	( )	( )	( )
Replacements for small units of the building materials used in hangout areas, like bricks, or panels, can be easily stored.	( )	( )	( )	( )
There are no modular wall panels.	( )	( )	( )	( )

What has been done to eliminate or minimize damage in small niches created by recessed doorways, loading docks, fire stairs? If use of particular spaces or niches is undesirable, what has been done to discourage such use?

All niches around buildings are essential for purposes of safety when doors are open.	( )	( )	( )	( )
There are no nonessential niches.	( )	( )	( )	( )
There are no fixtures in niches.	( )	( )	( )	( )
There is no reachable hardware in niches.	( )	( )	( )	( )
Doors in niches are glass-free.	( )	( )	( )	( )
There is no exterior door hardware on doors in niches.	( )	( )	( )	( )
Spaces not desired for use as niches have been blocked off with barriers.	( )	( )	( )	( )
Spaces not desired for use as niches have been made less comfotable by using plants that prick or rough-surfaced materials.	( )	( )	( )	( )

1.4 Play Areas

What has been done to minimize breakage of objects around playgrounds and basketball courts?

	YES	NO	DK	NA
There is sufficient space around formal play areas for normal play.	( )	( )	( )	( )
Ground surfaces in and around formal play areas have no major irregularities or other hindrances to play.	( )	( )	( )	( )
Wall surfaces around formal play areas can be used to bounce balls back to players.	( )	( )	( )	( )
Low lighting fixtures and other hardware are out of the way of ball playing.	( )	( )	( )	( )
Lines on walls and on the ground accommodate local street games.	( )	( )	( )	( )
There is a buffer between formal play areas and the school building.	( )	( )	( )	( )
There are no windows or glass doors around formal play areas.	( )	( )	( )	( )
Glass around formal play areas is specially protected.	( )	( )	( )	( )
There is no damageable planting immediately adjacent to formal play areas.	( )	( )	( )	( )

What have you done to be sure that playground equipment can withstand the especially rough treatment it receives?

Playground equipment needs special tools to be disassembled.	( )	( )	( )	( )
Official play equipment can accommodate extra rough play by groups sometimes older than those for whom equipment is officially specified.	( )	( )	( )	( )

What has been done to be sure that objects will not be broken around pickup play areas--for example, an entryway or a pathway near a building with a hard ground surface, a wall, and enough room to throw or hit a ball?

	YES	NO	DK	NA
There are consciously designed areas for pickup play.	( )	( )	( )	( )
There is no low lighting or other fixtures that can be hit by balls in pickup play areas.	( )	( )	( )	( )
Walls and ground surfaces in pickup play areas are the same as in formal play areas.	( )	( )	( )	( )
There are no windows in pickup play areas.	( )	( )	( )	( )
Any windows near pickup play areas are protected from balls and sticks.	( )	( )	( )	( )

What provisions have been made to accommodate informal pickup play in parking lots?

What have you done to be sure that there will be no damage to grass and other soft materials next to formal parking areas caused by extra cars and cars turning around?

Parking lots are planned to accommodate pickup play games.	( )	( )	( )	( )
There are fences in selected spots around the parking lot to protect nearby windows.	( )	( )	( )	( )
Parking lots are big enough for both partial parking and pickup play.	( )	( )	( )	( )

What has been done to predict, avoid, or accommodate legitimate graffiti, for example, the lines students paint on walls so they are able to play informal pickup games?

Some walls in pickup play areas, such as parking lots, formal playgrounds, and entryways, have been planned to accommodate legitimate graffiti in the form of game lines.	( )	( )	( )	( )

	YES	NO	DK	NA
Students have been consulted to determine needed pickup game lines.	( )	( )	( )	( )
Game lines for local pickup play games, like street hockey and stickball, have been painted on walls.	( )	( )	( )	( )
Stencils have been prepared so that local street groups can apply their own pickup game lines to walls where they are appropriate.	( )	( )	( )	( )

1.5 Walkways and Landscaping

What has been done to minimize trampling of grass adjacent to paved pathways and along natural shortcuts?

Paved pathways are located so that they provide the shortest walk between the two points they connect.	( )	( )	( )	( )
Natural shortcut paths have been predicted.	( )	( )	( )	( )
There are subtle barriers between hard paved pathways and adjacent soft grass or dirt areas.	( )	( )	( )	( )
There is no grass or other soft material immediately adjacent to narrow pathways.	( )	( )	( )	( )

What has been done to minimize damage to shrubs, bushes, and trees?

Near active areas, all planting is flexible and resilient.	( )	( )	( )	( )
There is no thick planting which will be difficult to clean around.	( )	( )	( )	( )
There is no climbable planting near edges of buildings.	( )	( )	( )	( )

2. Structural Characteristics

2.1 Entrances

What has been done so that people can see from a distance that the school is closed when it is closed--but open when it is open?

	YES	NO	DK	NA
There are large sliding grills or garage-type doors to cover transparent doorways in the main entrance which are visible from a distance when school is closed.	( )	( )	( )	( )
Deep recesses at entries are inaccessible when school is closed.	( )	( )	( )	( )
The entryway looks open when it is open--but closed when school is closed.	( )	( )	( )	( )
There are no blind spots near entrances.	( )	( )	( )	( )

What has been done to minimize unnecessary damage to exterior door hardware, especially potential problems caused by highly visible and easily accessible panic hardware?

All doors that are primarily exit doors have no locks or door handles.	( )	( )	( )	( )
Where there is a series of connected doors, only one of these doors has exterior door hardware.	( )	( )	( )	( )
There are astragals on all single doors.	( )	( )	( )	( )
Double doors are extra-duty strength.	( )	( )	( )	( )
Double doors have astragals.	( )	( )	( )	( )
Double doors have sturdy center mullions.	( )	( )	( )	( )
Panic hardware requires a minimum amount of mechanical movement.	( )	( )	( )	( )
Panic hardware is easily repaired.	( )	( )	( )	( )

2.2 Windows

What has been done to increase natural surveillance?

	YES	NO	DK	NA
Classroom windows provide easy and convenient visual access to the outdoors for teachers and students.	( )	( )	( )	( )
Office windows provide easy and convenient visual access.	( )	( )	( )	( )
There are no clouded (translucent) window-panes.	( )	( )	( )	( )
Windows are not too small or too narrow to see out of.	( )	( )	( )	( )
Windows are not too high in the room to see out of.	( )	( )	( )	( )
There are interior windows providing surveillance between corridors and classrooms.	( )	( )	( )	( )

What has been done to minimize potential damage to vulnerable windows?

There are no windows in formal play areas.	( )	( )	( )	( )
In vulnerable areas windows are made of several small panes - rather than one large one.	( )	( )	( )	( )
There are no windows less than 3 feet from the ground.	( )	( )	( )	( )
There is no acrylic or plexiglass in windows in hangout places.	( )	( )	( )	( )
Ground-floor windows are made of extra-thick tempered glass.	( )	( )	( )	( )
Ground-floor windows are made of thick acrylic or plexiglass.	( )	( )	( )	( )

	YES	NO	DK	NA
Ground-floor windows are covered with protective screens.	( )	( )	( )	( )
Windows adjacent to interior hangout areas on upper floors, as well as on ground floors are especially durable.	( )	( )	( )	( )
There is extra-thick tempered glass or double-layered glass where acrylic or plexiglass is not advisable.	( )	( )	( )	( )
There are no windows in student stores.	( )	( )	( )	( )
There are no windows in administration storage offices.	( )	( )	( )	( )
There are no windows in industrial arts storage areas.	( )	( )	( )	( )
There are thin wire mesh screens over specially vulnerable ground-floor windows.	( )	( )	( )	( )

2.3 Walls

What has been done to minimize the possibility of damage to exterior walls and to fixtures and signs attached to exterior walls?

Large expanses of easily marred wall space are composed of small, easily replaced sections.	( )	( )	( )	( )
Wall surface materials in vulnerable areas are inexpensively and easily repaired.	( )	( )	( )	( )
Paint on walls is the same color as the material underneath.	( )	( )	( )	( )
Epoxy paint, glazed tile, or other highly durable, easily cleaned material is used as high as students can reach in high-damage areas.	( )	( )	( )	( )
Quick drying paint is used in high-damage areas.	( )	( )	( )	( )

What have you done to plan for expressive and decorative graffiti and to minimize the negative consequence of such forms of self-expression?

	YES	NO	DK	NA
There are some walls for possible graffiti, lighter in color than other walls and with blocked-out sections, in hangout areas, and entryways.	( )	( )	( )	( )
There are some formally labeled graffiti boards in high-use public areas.	( )	( )	( )	( )
There are designated informal graffiti walls which have easily and inexpensively cleaned or painted surfaces.	( )	( )	( )	( )
Walls on which graffiti is to be discouraged have inexpensively and easily cleaned or painted surfaces.	( )	( )	( )	( )
Informal and formal graffiti walls have surfaces on which sections can be selectively cleaned.	( )	( )	( )	( )

2.4 Rooftops

What has been done to be sure that rooftops accessible from the ground are able to withstand rough play?

What has been done to be sure that people cannot climb onto vulnerable rooftops from the ground or from accessible parts of the roof?

	YES	NO	DK	NA
Glass on accessible rooftops is ground-floor type.	( )	( )	( )	( )
Fixtures on accessible rooftops are ground floor type.	( )	( )	( )	( )
Hardware on accessible rooftops is ground-floor type.	( )	( )	( )	( )
Doors on accessible rooftops have minimum exterior hardware.	( )	( )	( )	( )
Windows on accessible rooftops have no exterior hardware.	( )	( )	( )	( )

	YES	NO	DK	NA
There is no climbable planting, or planting which will grow to be climbable, located near building walls.	( )	( )	( )	( )
There are no built-in footholds on telephone poles adjacent to the building.	( )	( )	( )	( )
Walls are too high to be climbed with 12-foot two-by-fours or other ladder substitutes, i.e., walls are over 14 feet high.	( )	( )	( )	( )
Fixtures on buildings do not provide footholds for getting onto roofs.	( )	( )	( )	( )
Incinerators and incinerator housing on roofs cannot be climbed upon or used to get from one roof to another.	( )	( )	( )	( )
Gas meters cannot be climbed upon.	( )	( )	( )	( )
Fixtures on rooftop walls cannot be used as footholds for climbing to other parts of the roof.	( )	( )	( )	( )
Permanent custodian ladders are replaced by convenient storage for portable ladders.	( )	( )	( )	( )
Heights of roofs adjacent to rooftops accessible from the ground are too high to be climbed using 12-foot two-by-fours.	( )	( )	( )	( )

2.5 Fixtures

What has been done to accommodate the rough use given to fixtures and hardware reachable from the ground--both on walls and scattered around the site, like lampposts, bike racks, and guardrails?

Highly visible fixtures on otherwise blank walls are covered by extra heavy grills.	( )	( )	( )	( )
Highly visible fixtures on otherwise blank walls are recessed.	( )	( )	( )	( )
All fixtures are out of reach of students on each other's shoulders or holding sticks.	( )	( )	( )	( )
All fixtures are higher than ground level so they cannot be kicked or stood on.	( )	( )	( )	( )

	YES	NO	DK	NA
There are no unnecessary fixtures on building exteriors.	( )	( )	( )	( )
All fixtures are recessed.	( )	( )	( )	( )
All fixtures are covered with heavy-duty protective plate.	( )	( )	( )	( )
There are no vulnerable rainwater pipes less than 6 feet from the ground.	( )	( )	( )	( )
There are no lighting fixtures with plastic covers.	( )	( )	( )	( )
Lighting fixtures are covered with armor-plate glass.	( )	( )	( )	( )
Site fixtures are sturdy enough to be climbed on and used as targets.	( )	( )	( )	( )
Site fixtures do not challenge students to damage them.	( )	( )	( )	( )

3. Indoors

3.1 Corridors

What has been done to prevent or reduce corridor congestion and blind spots?

	YES	NO	DK	NA
There are no lockers that stick out into the corridors.	( )	( )	( )	( )
There are no benches that stick out into the corridors.	( )	( )	( )	( )
The doors in the corridors are large enough so that they do not cause bottlenecks.	( )	( )	( )	( )
There are no open-sided corridors outdoors that are adjacent to public thoroughfares.	( )	( )	( )	( )
There are no right angles in the corridors.	( )	( )	( )	( )
Right angles in the corridors have good surveillance because of interior windows in classrooms or offices, or see-through wall panels.	( )	( )	( )	( )
There are designated hangout areas that support natural surveillance but do not interfere with traffic.	( )	( )	( )	( )
Classrooms are located along corridors in ways that do not allow classes to see other classes.	( )	( )	( )	( )
Offices and teacher assignment areas are located in places that provide corridor surveillance.	( )	( )	( )	( )
Corridor spaces are clearly defined, through visual treatment, as part of supervised zones.	( )	( )	( )	( )
There are no windows between the classrooms and corridors.	( )	( )	( )	( )
Corridors have see-through panels.	( )	( )	( )	( )
Classroom doors have see-through panels.	( )	( )	( )	( )

	YES	NO	DK	NA
Corridors have sufficient light so that everything that happens can be seen.	( )	( )	( )	( )

3.2 Stairwells

What provisions have been made to prevent or eliminate blind spots or isolated areas at stairwell landings?

Blind spots in stairwells have been eliminated by being converted into locked storage areas.	( )	( )	( )	( )
Blind spots have been converted into teacher assignment planning cubicles.	( )	( )	( )	( )
Blind spots have been converted into sanctioned hangout areas.	( )	( )	( )	( )
See-through wall panels provide visual access to potential blind spots.	( )	( )	( )	( )

3.3 Gathering Areas

What has been done to be sure that students have places to meet in public and to be sure that damage will be minimized in informal, active hangout areas?

What has been done to accommodate behavior in and minimize damage to out-of-the-way places where students gather for more private discussions?

Hangout areas are consciously identified and prepared for heavy use.	( )	( )	( )	( )
There are no wall fixtures and adjustments located in hangout areas.	( )	( )	( )	( )
There are some wall fixtures in hangout areas, but these are out of reach of students on each other's shoulders or holding sticks.	( )	( )	( )	( )
Fixtures within reach in hangout areas are extra durable.	( )	( )	( )	( )

	YES	NO	DK	NA
There are convenient and durable trash containers in hangout areas.	( )	( )	( )	( )
There are planned seating places in hangout areas.	( )	( )	( )	( )
Walls are painted with epoxy paint.	( )	( )	( )	( )
Walls are covered with glazed tile.	( )	( )	( )	( )
Some walls in watering holes are lighter than other walls and have blocked out surfaces in order to attract and thereby channel graffiti.	( )	( )	( )	( )
Fixtures and ledges in hangout areas which might be used as seats by groups of students are durable enough for this use.	( )	( )	( )	( )
Fixtures and hardware on hangout area walls and ceilings which might be hung upon or climbed upon have reinforced attachments.	( )	( )	( )	( )
Both formal and informal sitting places in hangout areas are far from breakable windows and equipment.	( )	( )	( )	( )
There are some walls in hangout areas which are lighter and more evenly scored than other walls and which can be predicted to attract graffiti.	( )	( )	( )	( )
There are formally identified graffiti boards in hangout areas.	( )	( )	( )	( )
Equipment in student hangout areas likely to be used as benches are reinforced and made extra durable.	( )	( )	( )	( )
There are no glass and no windows in potential watering holes.	( )	( )	( )	( )
There is no glass in student hangout areas which is less than 3 feet from the floor.	( )	( )	( )	( )

	YES	NO	DK	NA
There are trash containers in potential student gathering areas.	( )	( )	( )	( )
There are alternative legitimate lounges for students to use as an alternative to student gathering areas.	( )	( )	( )	( )
Legitimate student lounges are not visible from offices or classrooms and are accessible without having to pass through such places.	( )	( )	( )	( )
There are legitimate ways for students to personalize student gathering areas, for example, on graffiti-receptive wood or painted walls.	( )	( )	( )	( )

What has been done to minimize the probability of damage in niches, small hidden doorways, and corners?

There are no niches around doorways, under stairwells, or other places within the school.	( )	( )	( )	( )
Where there are niches within the school, they are necessary for reasons of safety.	( )	( )	( )	( )
There are no fixtures, windows, or door glass in necessary niches.	( )	( )	( )	( )
Walls in necessary niches are tiled or painted with epoxy paint.	( )	( )	( )	( )
Ceilings in necessary niches are solid.	( )	( )	( )	( )

What has been done to maximize cleanliness in cafeterias and maintenance of furniture?

There are trash receptacles at the ends of each row of tables in the cafeteria.	( )	( )	( )	( )
Cafeteria furniture cannot be disassembled with conventional hand tools.	( )	( )	( )	( )

What has been done to minimize potential damage to restrooms?

	YES	NO	DK	NA
There are no exposed plumbing pipes.	( )	( )	( )	( )
There are no exposed bathroom accessories.	( )	( )	( )	( )
Bathroom fixtures can be easily and inexpensively repaired if damaged.	( )	( )	( )	( )
Air vents are located so they cannot easily be used as ashtrays.	( )	( )	( )	( )
Walls are completely covered with heavy-duty material.	( )	( )	( )	( )
Floors in lavatories are extra durable.	( )	( )	( )	( )
Ceilings in lavatories are solid.	( )	( )	( )	( )
Ceiling elements in lavatories are specially specified to withstand poking with a stick.	( )	( )	( )	( )
Vertical elements holding up toilet partitions are attached to structural members in floors and ceilings.	( )	( )	( )	( )
Toilet partitions have tamper-proof screws.	( )	( )	( )	( )
Toilet partitions can be easily painted without looking shoddy.	( )	( )	( )	( )
There is some formally identified place in lavatories on which students can legitimately write--wood plank, painted wall, chalkboard.	( )	( )	( )	( )
There are designated, private social places for students--other than lavatories.	( )	( )	( )	( )
There are durable benches in alternative social places for students.	( )	( )	( )	( )

	YES	NO	DK	NA
Any drop-in ceiling is made of firmly attached, heavy ceiling tiles that give only slightly when under pressure.	( )	( )	( )	( )
Ceilings are painted with epoxy paint.	( )	( )	( )	( )
Paint on ceilings is the same color as the subsurface.	( )	( )	( )	( )
Paint on ceilings is quick drying.	( )	( )	( )	( )

What has been done to minimize damage to floors in wet, dirty, and particularly rough places?

Carpeting is installed in small squares or other easily replaced units.	( )	( )	( )	( )
All floor material can be repaired easily and quickly if damage occurs.	( )	( )	( )	( )
There are hard-surfaced floors where rough or dirty activity will be taking place.	( )	( )	( )	( )
In quiet areas, there are soft-surface floors.	( )	( )	( )	( )
There are no carpets in arts and crafts areas, in snack areas, or near sinks or easels in classrooms.	( )	( )	( )	( )
Carpets specified for noise reduction in work areas are attached to walls instead of floors, or accoustical tile is used.	( )	( )	( )	( )

3.4 Walls

What has been done to be sure that walls can be easily repaired and cleaned--in order to minimize the possible "epidemic" effect of wall damage?

	YES	NO	DK	NA
Large expanses of walls are made of small wall sections which can be individually repaired or inexpensively replaced.	( )	( )	( )	( )
Paint on walls is the same color as the sub-surface.	( )	( )	( )	( )
In damage-prone areas, walls are made of harder materials.	( )	( )	( )	( )
Walls in highly traveled areas are covered with epoxy paint or glazed tile.	( )	( )	( )	( )
Quick-drying paint is used.	( )	( )	( )	( )

What has been done to accommodate students' need to personalize their surroundings and to have some public recognition of what is theirs in a school--thus avoiding random graffiti?

Walls on which graffiti is to be channeled are lighter colored than other nearby walls and have regular lines or squares as patterns to minimize an appearance of chaos.	( )	( )	( )	( )
Walls on which graffiti is to be discouraged are easily painted or washed.	( )	( )	( )	( )
There are some strategically placed, formal graffiti boards for students to write on.	( )	( )	( )	( )
Walls in areas prone to graffiti are painted with epoxy paint or are tiled from floor to ceiling.	( )	( )	( )	( )

What has been done to minimize damage to ceilings, especially active passageways, informal gathering places, and lavatories?

There are hard-surfaced ceilings in lavatories, and hangout areas.	( )	( )	( )	( )
There are no drop-in ceilings in lavatories, or hangout areas.	( )	( )	( )	( )

3.5 Fixtures

What has been done to minimize the probability of damage to doors and door hardware, and to maximize easy maintenance of these items?

	YES	NO	DK	NA
Door knobs and door closures are specified to withstand especially rough use.	( )	( )	( )	( )
Door closures cannot be disassembled with ordinary hand tools.	( )	( )	( )	( )
Built-in door hardware can be easily repaired if damaged.	( )	( )	( )	( )

What has been done to minimize damage to glass on interior walls and doors, and to windows in informal gathering places?

There is no glass in the lower half of doors.	( )	( )	( )	( )
There is no glass less than 3 feet from the floor in passageways and other highly used areas.	( )	( )	( )	( )
There is no acrylic or plastic used as a glass substitute in heavily used areas.	( )	( )	( )	( )
Extra-thick tempered glass or metal panels are specified in heavily used areas where thin glass is inappropriate.	( )	( )	( )	( )
Windows adjacent to interior hangout areas on upper floors, as well as on ground-floors, are especially durable.	( )	( )	( )	( )
There is extra-thick tempered glass or double-layer glass where acrylic or plexiglass is not advisable.	( )	( )	( )	( )
There are no windows in student stores.	( )	( )	( )	( )
There are no windows in administration storage offices.	( )	( )	( )	( )
There are no windows in industrial arts storage areas.	( )	( )	( )	( )
There are thin wire mesh screens over specially vulnerable ground-floor windows.	( )	( )	( )	( )

What has been done to accommodate predictable sitting, climbing, and rough use of attached wall fixtures?

	YES	NO	DK	NA
All fixtures or equipment which protrude from walls are extra heavy duty.	( )	( )	( )	( )
There is no hardware or fixtures that can be climbed upon or played with in informal gathering or formal play areas.	( )	( )	( )	( )
All equipment has tamper-proof screws.	( )	( )	( )	( )
Light fixtures are located out of reach of students on each other's shoulders or carrying sticks.	( )	( )	( )	( )
Light fixtures are recessed.	( )	( )	( )	( )
Thermostats are located out of reach of passing students.	( )	( )	( )	( )
Thermostats are recessed.	( )	( )	( )	( )
Air conditioners are placed out of view on an inaccessible part of the roof.	( )	( )	( )	( )
Fixtures and hardware do not make loud sounds when hit, touched, or damaged.	( )	( )	( )	( )
Fixtures and hardware do not remain in one piece when damaged, and thus do not provide students with trophies.	( )	( )	( )	( )

3.6 Assembly

What has been done to minimize damage to seats, walls, stage and equipment during informal and formal use of auditorium?

	YES	NO	DK	NA
The design of auditorium takes into account special informal uses as well as standard activities.	( )	( )	( )	( )
Auditorium seating is comfortable but does not offer materials to play with like string, buttons, knobs, or leather.	( )	( )	( )	( )
Auditorium seating is assembled with tamper-proof screws or sunken bolts.	( )	( )	( )	( )
Walls as high as can be reached in auditoriums are painted with epoxy paint or tiled.	( )	( )	( )	( )
Fixtures around the stage, especia-ly at foot level or along the stage apron, are especially durable.	( )	( )	( )	( )
All control boxes are covered with heavy-duty lockable grilles.	( )	( )	( )	( )
Fixtures in auditorium are located out of reach of students standing on seats or armrests.	( )	( )	( )	( )

What has been done to be sure that wall hardware and floors in gymnasiums will be damaged as little as possible?

There are large uncluttered walls in the gymnasium for impromptu ball playing.	( )	( )	( )	( )
There are no wall fixtures within reach of people sitting on the bleachers.	( )	( )	( )	( )
Wall fixtures in the gymnasium are located in corners or on side walls out of the way of stray balls.	( )	( )	( )	( )
There are no clocks behind the basketball backboard.	( )	( )	( )	( )
Equipment storage lockers are visible to permanent staff offices.	( )	( )	( )	( )
Gymnasium floor surfaces can stand up to non-sport uses involving contact with tables, chairs and walking shoes.	( )	( )	( )	( )

	YES	NO	DK	NA
If gym floors requiring special maintenance are installed, commitments have been secured for ongoing maintenance training programs.	( )	( )	( )	( )

What has been done to be sure that community programs can be run effectively and with least probability of conflict with the rest of the school?

The school is zoned for different evening and weekend community uses as well as for alternative daytime school uses.	( )	( )	( )	( )
Different zones are separated by gates strategically placed at corridor entrances.	( )	( )	( )	( )
Zones, when separated, have separate entries from the outside.	( )	( )	( )	( )
Offices of school and community supervisory personnel are located near multiple-use entries to the school building.	( )	( )	( )	( )
Some supervisory offices are located near entries to recreational facilities.	( )	( )	( )	( )
There are places for people to gather comfortably near entrances and exits so that groups can serve as potential "people locks."	( )	( )	( )	( )

Course 6 - ENVIRONMENT

Module 6.2. - Assessing Environmental Design

Background I-D 6.2.1.

Background Materials

Basic Concepts

When the environmental design approach is used, the design and use of school facilities can produce behavioral results that reduce the likelihood of inappropriate activities. In designing physical space, the needs of legitimate users of a given space, the normal or intended use of that space, and the predicted behavior of legitimate users and offenders are taken into account. Acts that are destructive to the physical and social environment as well as acts that engender fear and loss of confidence in security can be prevented by using environmental design strategies.

The double emphasis on both design and use means that security-consdious architecture and planning need not lead to constraints on use, access, and enjoyment of the environment. It also means that the focus is on creating opportunities for natural access control and surveillance. The term "natural"[1] refers here to achieving control over who uses space and being able to monitor what happens in the space as a consequence of the normal and routine use of such space. Thus, it is possible to adapt the normal and natural uses of the school to accomplish security objectives.

Prevention

Although the term "prevention" can encompass all strategies taken to forestall the commission of an offense, in the environmental design approach it is useful to distinguish between efforts to forestall the development of offender motives and efforts to frustrate offender opportunities. This distinction also may be characterized as corrective versus mechanical prevention.[2] In mechanical prevention, the strategy is to place obstacles in the way of the potential offender. In corrective prevention, the strategy is more fundamental and focuses on preventing or eliminating criminal motives. Environmental design can be corrective to the extent that design encourages the formation of territorial cognitions and behaviors that function to establish and maintain desired environmental uses and treatment.

1 Tien, J.M., Repetto, T., Hanes, L.E.,Elements of Crime Prevention through Environmental Design, Arlington, Va.,: Westinghouse Electric Corporation, 1976.

2 Lejins, P., "The Field of Prevention," Delinquency Prevention: Theory and Practice (Englewood Cliffs, N.J.: Prentice-Hall, 1967).

Defensible Space

Until recently the only crime prevention model that focused on the role of the physical environment was "defensible space".[3] Defensible space postulates that in any setting a person who uses that setting perceives the system of outdoor and indoor spaces as forming a territorial hierarchy. The first level of the hierarchy is space that users consider private and toward which they adopt strong proprietary attitudes, such as desks or lockers. Next in the hierarchy is space that are semiprivate in character, such as classrooms, where use is limited to a particular subpopulation. Third is the semipublic corridor shared by several classes, followed by the main entry, which is shared by all legitimate users and the exterior grounds, which may fall within the domain of other community users who do not necessarily use any of the interior spaces. The last level is the public streets. As individuals proceed from their personal desks to the public streets their territorial responses change accordingly. As their sense of intimacy with the features of the space and with personal control over events in that space diminish, so do their personal involvement and sense of responsibility.

These hierarchial zones are separated by transition spaces. If the transition of zones is not an apparent part of the hierarchy, then the environment becomes more vulnerable, because users will perceive all spaces as public in character and, hence, belonging to everyone and no one at the same time. However, if the territorial hierarchy is supported by design, users will not only feel confident that undesired intrusion can be controlled but will also be inclined to ensure the continued security and maintenance of that setting. Transition spaces can, in theory, be affected by changes in elevation, scale, visual separation, traffic control, and the manipulation of other environmental elements. These elements need not be used to construct real barriers, but, rather to create symbolic barriers - that is, boundaries that are easily penetrated in a physical sense but nevertheless operate to inhibit intrusion.

Types of Strategies

A strategy is a design method for affecting the nature of interaction between the physical environment and human behavior through the creation, redesign or elimination of environmental features. A tactic describes the means by which a given strategy can be implemented. Since tactics must be considered within the context of a specific site, we will not attempt to offer a complex list of tactics, but instead give examples of tactics for illustrative purposes.

Three overlapping strategies are involved: access control, natural surveillance, and territorial reinforcement.

Access Control: These strategies are to be distinguished from deterrence measures that involve site or target hardening. Although the objective is the same--keeping unauthorized persons out of a given area when they do not have legitimate reasons for being there--access control strategies focus on the creation of symbolic barriers that reinforce the privacy, integrity, or uniqueness of spaces. Symbolic barriers are effective in demarcating areas that are intended for specific uses of specific groups, thus promoting physical and social control of these areas.

Natural Surveillance: These are design techniques that involve channeling the flow of activity so that more potential observers are near a potential crime area or creating improved observation capacity by using transparent barriers. Lighting can facilitate surveillance. Proper handling of walkways and landscaping can channel pedestrian traffic away from dangerous areas through areas where natural surveillance is likely. Moreover, appropriately designed and placed amenities can attract legitimate users to gather in easily observed areas for social purposes.

Territorial Reinforcement: Here the focus is on instilling proprietary attitudes and related territorial cognitions and behaviors through improved quality of built elements, alteration of scale, and reinforcement of school identity and desired image. The appearance of the school might be upgraded to promote school pride and a sense of cohesiveness, thus reversing conditions that appear to attract vandalism and support fear of crime.

Although these categories of strategies are distinct in theory, it is important to realize they tend to overlap in practice. Territorial reinforcement may be thought of as the umbrella concept, embodying all natural surveillance principles; and natural surveillance principles in turn embody all access control principles. It is not practical to think of these as independent strategies, because, for example, access control, as defined here, operates to denote transitional zones, rather than impenetrable barriers. If these symbolic or psychological barriers are to succeed in controlling access by demarcating specific spaces for specific individuals, potential offenders must perceive that unwarranted intrusion will elicit protective territorial responses from those who have legitimate access.

Similarly, natural surveillance operates to increase the likelihood that intrusion will be observed by individuals who care but are not officially responsible for regulating the use and treatment of spaces. If people observe inappropriate behavior but do nothing about it, then the most elegant natural surveillance tactics are useless in terms of stopping crime and vandalism.

In thinking about tactics that can be implemented, there are four basic environment/behavior principles that should be considered. The term "environment/behavior" refers generally to the relationship between architectural design and human activities. In more specific terms, we are concerned about ways the design of schools can reinforce territorial attitudes and behavior.

1. Sphere of Influence: People adopt proprietary attitudes toward their immediate personal spaces, even in the most public settings. For example a student becomes territorially attached to his seat in an auditorium for the period of occupancy. If someone tries to take his seat, the legitimate occupant, however temporary his status, will defend his space. In spaces occupied for longer periods and serving multiple functions, the individual implicitly defines boundaries and establishes a sphere of influence--an area over which he or she has interest in regulating intrusion and use. The larger the sphere of influence adopted by an individual or group, the safer the environment.

   Architectural design can influence user perception of spheres of influence. For example, the positioning of buildings and subdivision of grounds can convey to users that all outdoor areas are within their sphere of influence, thus requiring users to act on any observed inappropriate activities. Entry paths approaching buildings, parking lots and play areas, should be within these perceived spheres to encourage bystander intervention when needed. The location of building entries and the use of symbolic barriers can help reinforce this perception.

2. Number: As a general rule, the fewer people sharing a space, the stronger is each person's personal involvement in what happens in that space. This number principle applies to all of the territorial zones described earlier in relation to defensible space. It is important to consider how many students share a classroom, how many classrooms share a corridor, how many people use a particular stairwell or entrance. If it is possible, the number of people in a given location at a given time should be reduced to increase the security of that location. This can be accomplished by rescheduling the use of indoor and outdoor spaces by a formally established policy. Access control strategies can support policy through the construction of real of symbolic barriers.

3. Placement of Activities and Amenities: The location of smoking areas, snack bars, and other activities that serve as a natural magnets for students can influence the degree to which users will extend their territorial concerns and provide continual surveillance. The juxtaposition of activities can also effectively decrease or increase the use of passages. For example, because people can enter a building at one place, use one stairwell to get to their floor and use another stairwell and entrance to leave, security people find it difficult to keep track of who comes and goes. The environment becomes vulnerable because there are critical intensity zones,[5] that is, unsupervised passages used frequently enough to attract offenders but too little used to provide adequate natural surveillance. Teacher planning cubicals can be built under stairwells, or informal gathering areas can be designed in under-used corridors and entry lobbies. With the latter, students can meet relatively free from formal supervision yet themselves watch who comes and goes. Although there is a risk that these spaces may be preempted by individuals for illegitimate purposes, such as intimidation or extortion, it is also likely that the increased number of people using these spaces will discourage such activities.

4. Visual Access and Functional Distance: People are more likely to watch their environment if it is convenient for them to do so and they can easily get to the location where an event is observed. This is an important issue in assessing where windows face, where doors are located, and how spaces with windows are structured. Windows can be effective in creating a sense of apparent surveillance from the outside: but instructional areas in schools, such as classrooms and libraries, are usually designed to use windows as light sources rather than to provide visual access. As a result, there is little natural surveillance. When an event is observed, the functional distance from the point of observation to the location of the event comes into play. If observers feel that the distance is too far in relation to their perceived need to intervene, they will probably choose to ignore what is happening. For example, in some new schools windows cannot be opened, so that when teachers see li-tering or some minor rule infraction they are less likely to leave their classrooms and walk down the

5 Shlomo Angel, Discouraging Crime Through City Planning, (National Aeronautics and Space Administration, Working Paper No. 75, 1968).

corridor to the nearest entrance to intervene. Aware of this inconvenience, teachers may not bother to look out of their windows. In effect, the design of the environment has discouraged them from adopting areas outside of their windows as part of their sphere of influence.

Additional References:

Crowe, T.D., Pesce, E.J., Reimer, A., Hanes, L.F., CPTED School Demonstration Plan (Arlington, Va.: Westinghouse Electric Corporation, 1976).

Kaplan, H.M., Bickman, L., Pesce, E.J., Szoc, R., CPTED: Final Report on Schools Demonstration (Arlington, Va.,: Westinghouse Electric Corporation, 1978).

Zeisel, John, Stopping School Property Damage: Design and Administrative Guidelines to Reduce School Vandalism (Boston, Mass.: American Association of School Administrators and Educational Facilities Laboratories, 1976).

PARKING LOTS

Parking lots tend to have several access points to public thoroughfares and are often located some distance from the main school facilities. As a result, the design and location of these lots usually provide unclear definition of transitional zones (i.e., the public can use these lots freely without detection). At Deerfield Park High School in Broward County, Florida, had a similar situation with the additional problem of an informal gathering to provide access control through natural border definition and to close specific gates at scheduled intervals. The combination of landscaping and wooden pole gates reinforced the perception that the lot was no longer public. Natural surveillance was improved by requiring cars before entering the lot to go directly to internal spaces near the main facilities. These tactics were effective in discouraging nonstudent use of the lot. South Plantation High School in Broward County, Florida, had a similar situation with the additional problem of an informal gathering (smoking) area located next to the parking lot yet out of view from the primary activity areas. The gathering area attracted outsiders and sustained a good deal of vandalism. The gathering area was relocated to an unused internal courtyard bordered by two rows of windows on one side and by an open corridor on the other side, thus providing natural surveillance.

At Boyd Anderson High School, the student parking lot was relocated to the fenced enclosure used for driver education. In turn, the driver education area was relocated to the old student lot. Since driver education is always supervised, it does not require a fenced lot; whereas the existing fence adds to the privacy and security of the relocated student lot.

Similar issues pertain to bicycle theft and vandalism. Often there are no official bicycle lots and the areas used are not easily watched. In Broward County, two types of bicycle compounds were created, both with ground level locking cups. One type was an open area defined with low hedges located in a place with good natural surveillance, and the other was an area defined with medium-high chain-link fencing because of poor natural surveillance.

Some attention should be given to how the borders of parking lots are defined. Often adjacent grassy areas and hedges between the lot and public thoroughfares are damaged because drivers take short cuts. Landscaped borders can be reinforced with curbs or other low barriers. Small decorative patches of grass in the lot should be avoided because drivers use them as convenient turn-arounds and they usually end up as dirt areas. Judiciously located bollards can influence how cars are driver in the lot.

Design Issue

Parking Lot Boundaries: *In many schools, automobiles will be parked on grassy areas adjacent to parking lots or driveways. Unpaved areas are often used to turn around on when leaving. If this is done continually, the result is an unintended dust or mud pond.*

Possible Design Responses

1. *Curbs:* Erect a curb, a change in level, or some other similar low barrier to keep cars on paved surfaces and off soft grassy areas.
2. *Turn-arounds:* If drivers need a place in which to turn around, design a paved, curbed turn-around area to meet the need.
3. *Grass:* Between parking lots and buildings, avoid small decorative patches of grass which will soon be destroyed by cars.

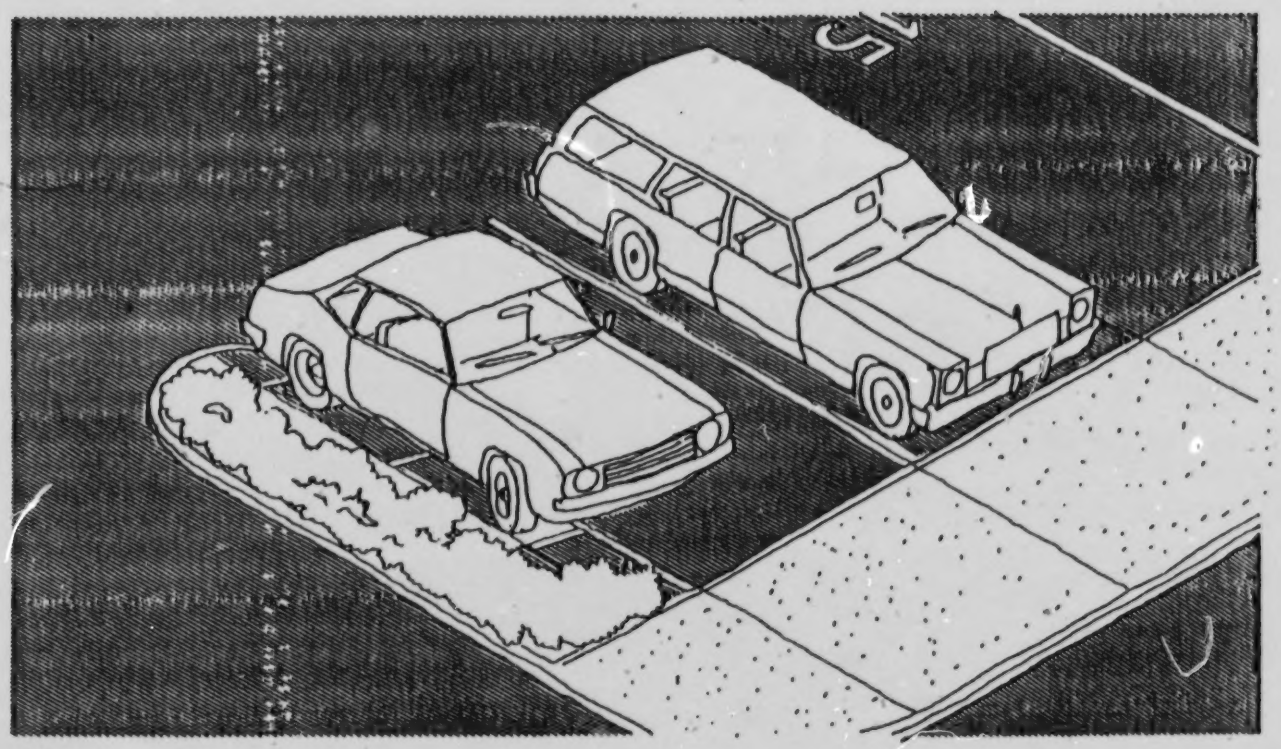

ILLUSTRATION #1

Source: Stopping School Property Damage

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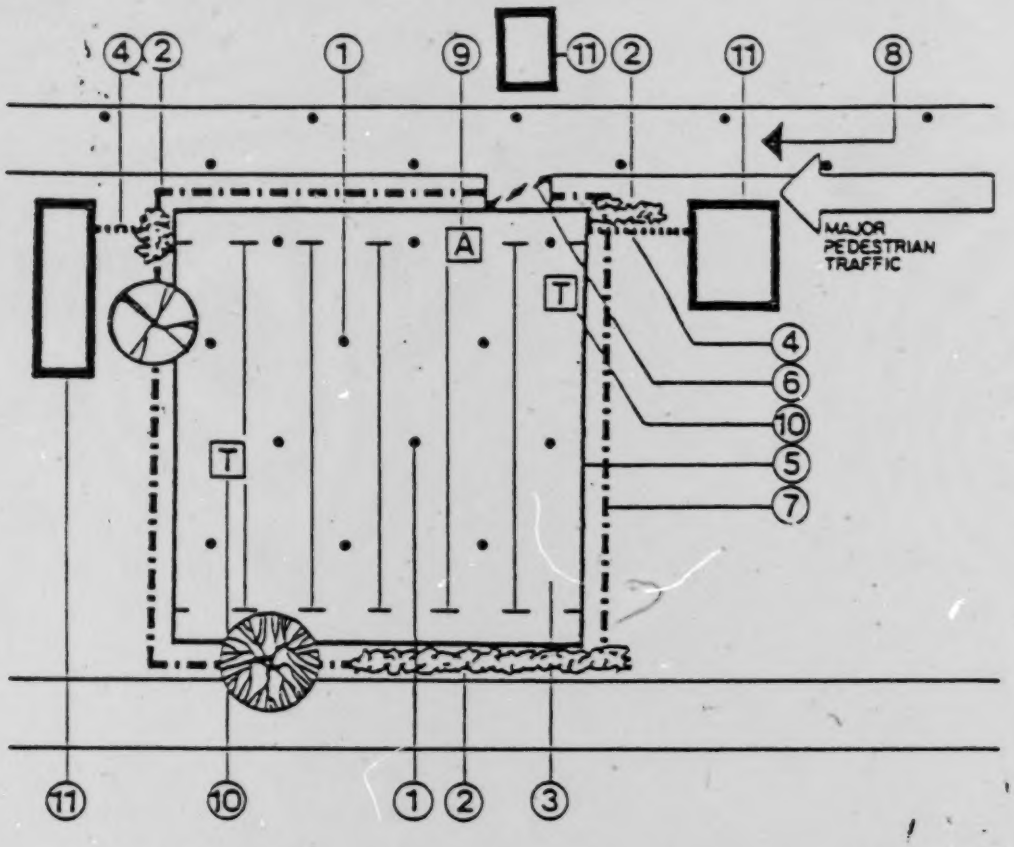


DESIGN ALTERNATIVES

Improve lot lighting.

Trim/remove plants and clean-up trash that interfere with good natural surveillance and obstruct lighting.

Orient parking lot rows along lines of sight from principal vantage points when possible to optimize natural surveillance.

Use fencing or shrubbery to block routes of qtick escape such as alleys adjacent to the parking lot.

Enclose the lot with a fence. Close the lot at night and post directions to more secure lots.

Enclose the lot with a fence and restrict access to authorized users by locking devices at pedestrian and vehicular entrances.

Block three sides of the lot with a fence, allowing access through the most secure access route.

Provide a "safe" pedestrian corridor to the lot by upgrading street lighting and security.

Provide a parking lot attendant as an observer in the lot.

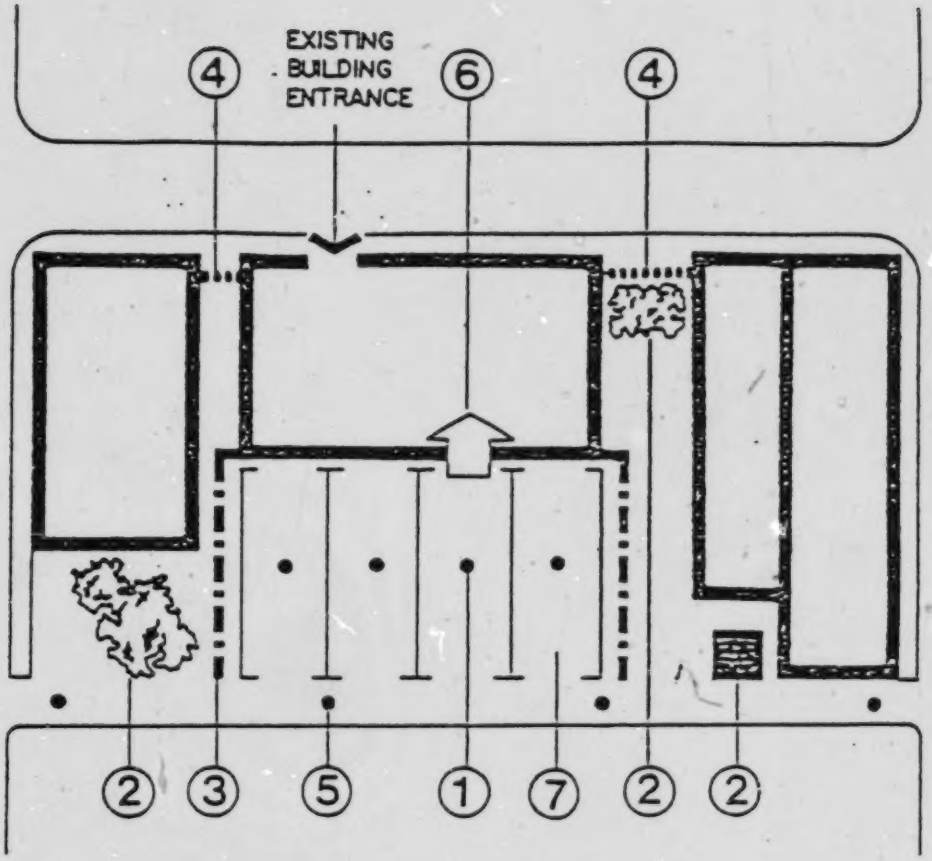
Provide electronic surveillance devices, such as closed-circuit television, and post signs warning surveillance to discourage criminal attempts.

Encourage the relocation of user activities to locations nearer the lot and draw new user activities to the vicinity of the lot.

Relocate the lot, if feasible or necessary.

ILLUSTRATION #2 Possible Tactics for Remote Parking Lots

Source: L. Bell



DESIGN ALTERNATIVES

Improve lot lighting.

Trim/remove plants and clean-up trash that interfere with good natural surveillance and obstruct lighting.

Block three sides of the lot, allowing access through the most secure route.

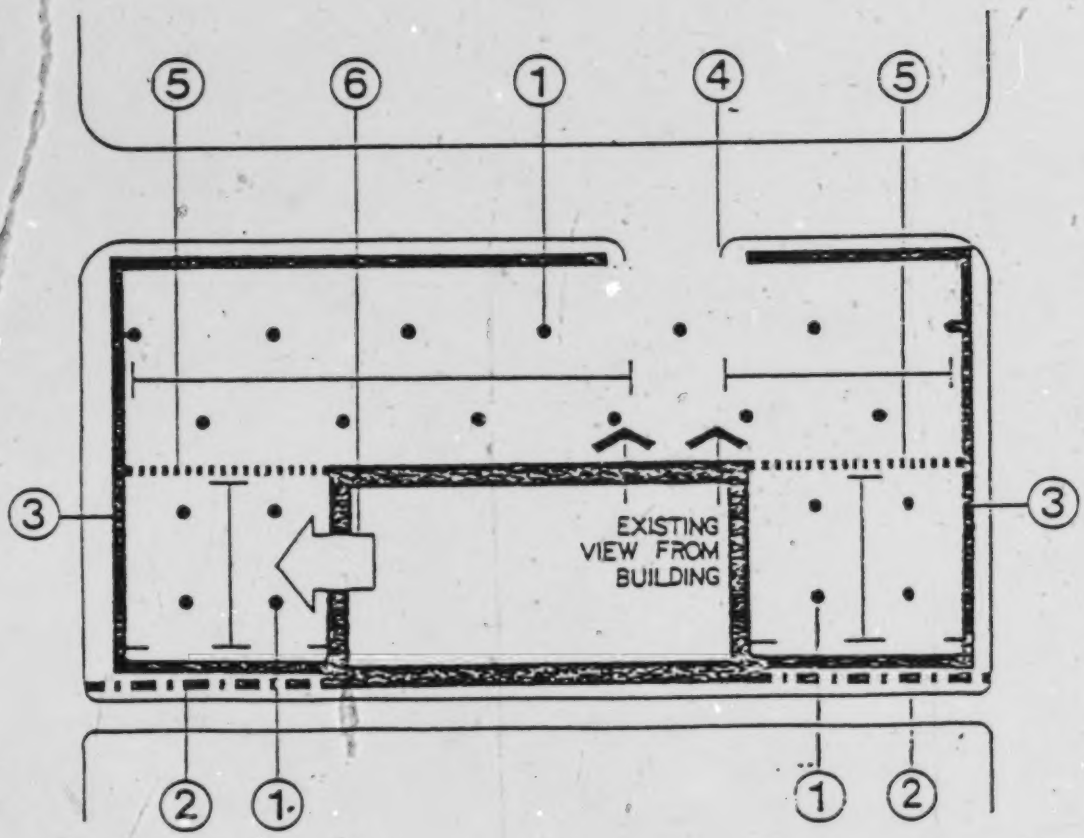
Close off unsafe access routes between buildings and open lots.

Provide a safer access route by upgrading access lighting and security.

Create new, more direct entrances to user buildings and provide lot surveillance from building interiors.

ILLUSTRATION #3 Possible Tactics for Parking Lots Behind Buildings

Source: L. Bell



DESIGN ALTERNATIVES

Improve lot lighting.

Use fencing or shrubbery to block routes of quick escape such as alleys adjacent to the parking lot.

Block three sides of the lot with a fence, allowing access through the most secure route.

Use fencing and/or shrubbery to focus entry to those points of highest surveillability.

Close those sections of a lot at night that are most crime prone and difficult to survey.

Provide lot surveillance from building interiors.

ILLUSTRATION #4 Possible Tactics for Parking Lots Surrounding Buildings

Source: L. Bell

BUS LOADING ZONES

The design of and procedures for bus loading areas often interfere with teachers' ability to supervise loading and unloading, create congestion among students, and block pedestrian and vehicular traffic flow. Confrontations leading to assault, theft, and vandalism frequently occur. For example, at Boyd Anderson High School in Broward County, Florida, usually 17 buses queued in a semicircle around the student parking lot. Bus loading and unloading occurred at the same time students drove in and out of their lots (about 200 cars). Moving cars, buses, and pedestrians were interspersed in a seemingly uncontrolled manner.

The design response was to establish one loading zone in a surveillable area, limiting the number of buses to five. Adjacent to this zone was a bus queuing zone where no loading or unloading was permitted. This plan made supervision easier.

When loading zones are in front of one entrance, there are additional congestion problems. All of the bussed students are entering the school at one place along with many nonbussed students. As such, these entrances receive much use and wear and tear, particularly in the afternoons when students have nothing to do but wait for their bus and, to occupy themselves, often become involved in mischievous behavior, fights, climbing walls and graffiti. Supervision is made more difficult if there are no windows directly facing the entrance.

Possible design tactics are to relocate the loading zone so that it is in full view of the windows and not directly in the mainstream of pedestrian traffic, thus reducing congestion. The bus waiting areas should not be next to such built elements as hardware or lights that can be easily removed or broken. If there are planters, both they and the plantings should be durable enough to withstand climbing and sitting or used as trash receptacles.

Design Issue

School Bus Drop-Off at Entry: *When entrance areas are used for loading and unloading school buses, they become extra heavily used student hang-out areas. As such, they often receive more use and abuse than they were designed to withstand.*

Possible Design Responses

1. *Location:* Locate bus stop areas near entrances but in open and visible areas, away from windows.
2. *Waiting Areas:* Provide conveniently planned waiting areas as far as possible from hardware, windows, and other equipment at building entrances.
3. *Fixtures, Windows, Hardware:* Treat hardware and fenestration at entries according to recommendations for hang-out areas.
4. *Glass:* If possible, avoid large amounts of glazing in entrance doors and around entry areas.

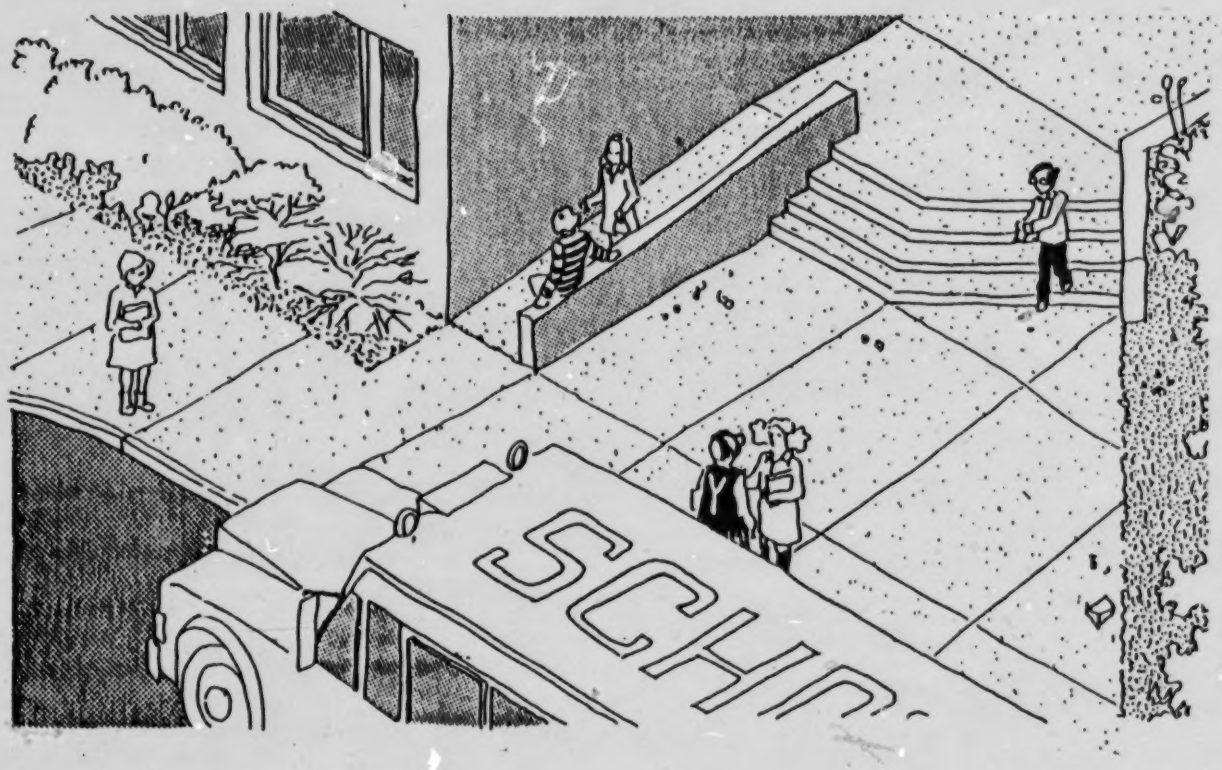


ILLUSTRATION #1

Source: Stopping School Property Damage

SOCIAL GATHERING AREAS

A distinction can be made between formal and informal gathering areas. Formal areas are outdoor places intended for specific functions and groups, such as student smoking areas, bus loading zones, and courtyards with benches. As school administrators and custodians are fully aware, there are numerous informal gathering areas that are abused because they were not designed for such use. Walls, steps, trash containers, and plants are typically used as furniture. Students will also select less visually accessible locations to establish territorial "watering holes" to do things that are not necessarily permitted in formal gathering areas, such as drinking beer, smoking pot. There are also niches, small spaces with room enough for two or three to one side of an entrance, under a stairwell, or at the corners of a wall.

One strategy is to analyze areas used for informal gatherings and redesign the environment to accommodate such uses by providing built elements and surfaces that will withstand being used as furniture--replace fixtures that can be easily taken apart or damaged; protect nearby windows; plant trees and shrubs that are pliant and grow quickly; use durable materials for planters, steps, low walls, and provide trash containers that cannot be easily turned over and are difficult to start fires in. Walls and surfaces should be treated so that they can be used for graffiti and cleaned later on.

If it is desirable to eliminate such informal areas, a number of tactics can be used to eliminate or discourage use. Niches can be closed off with barriers, and other areas can be made less comfortable by using plants that prick and surface materials that are rough to sit on.

At the same time, formal gathering areas can be created or redesigned to meet some of the needs provided by informal areas and enhance general security. At South Planation High School Broward County, Florida, miniplazas or patios were located in places with natural surveillance and within the school grounds but isolated from the view of public thoroughfares to discourage use by outsiders. In some cases, the miniplazas were subdivided for specific functions (smoking, eating). These courtyards were built with aesthetically attractive, quality materials (tables, benches, planters, trash receptacles) to attract students, but designed to prohibit preemption by large groups.

Design Issue

Hang-out Areas: *Hang-out areas are places next to formal and informal play places and near active walkways, where people sit to watch games, to be seen by others passing by, and to talk to one another. These areas are distinguished by having walls, steps, benches, or tree stumps to sit upon; by being points from which to observe and comment on games nearby; and generally by being visible to adjacent public areas.*

Possible Design Responses

1. *Location:* Predict, identify, and prepare appropriate hang-out areas for inevitable informal use.
2. *Fixtures:* Avoid nearby fixtures which can be easily removed or damaged by kids sitting. Use tamper-proof screws in this location, and strengthen hardware and fixtures which must be there.
3. *Windows:* Remove or protect nearby windows.
4. *Planting:* Specify planting which bends easily and grows quickly. Avoid planting which will be easily damaged by being scratched, burned or broken.
5. *Benches:* Provide benches for sitting far away from breakable windows, hardware, or planting.
6. *Planters and Steps:* Specify extra durable materials for steps, low walls, and planters in hang-out areas, because they will probably be used to sit upon.
7. *Trash Containers:* Install heavy trash containers which will be emptied regularly and which make burning of rubbish difficult, i.e., not the open basket type.
8. *Trash Containers:* Use garbage cans which seem like targets for beer and soda cans, as an attraction for litter disposal.
9. *Planters:* Avoid planting containers which can be easily used as trash baskets in hang-out areas.
10. *Materials:* If bricks or other small-unit building materials are used in hang-out areas, maintain a stock of spares to allow quick and easy repair. This cuts down "epidemic" vandalism in which slight damage quickly leads to greater damage.

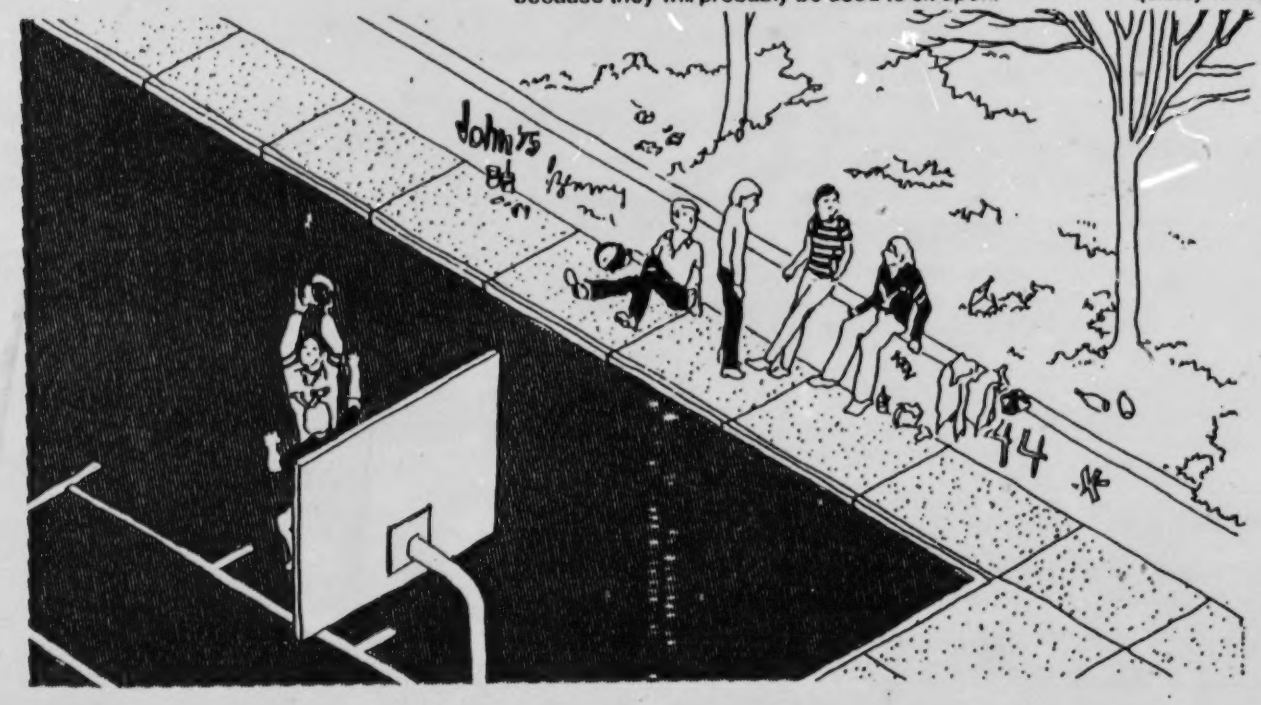


ILLUSTRATION #1

Design Issue

Watering Holes: *Partially hidden areas around schools which are large enough for small groups of children and teenagers to sit in together provide groups of local kids with informal clubhouses. These places are the least officially sanctioned play areas and are often considered trouble spots by custodians and school administrators. Property damage occurs in these places ranging from graffiti to broken bottles; from broken hardware to destroyed trees; from burnt and broken windows to breaking and entering.*

For urban teenagers, such places are the club's turf. "Watering holes" adjacent to schools are places for get-togethers. Kids do not have any place else. They can't have parties at home; formal social clubs are too structured.

People just sit and talk there; sometimes they drink beer (hence the name "watering hole") or smoke. They almost always rough-house and write their names on the walls.

Possible Design Responses

1. *Location:* Identify "watering holes" and design such areas to withstand sustained and often destructive use and abuse.
2. *Fixtures and Hardware:* Specify highly durable hardware and fixtures in these areas, and locate them out of reach.
3. *Windows:* Avoid fenestration in watering holes.
4. *Walls:* Install wall and ground surfaces here which can be written on, which can withstand abuse, and which can be easily maintained and painted.
5. *Planting:* Specify planting which cannot be easily damaged by being scratched, burned, or broken. Specify pliable fast growing shrubs, rather than trees in such areas.
6. *Planters:* Avoid planting containers which can be easily used as trash baskets.
7. *Trash Containers:* Install heavy trash containers which seem like targets for litter and which cannot be used for burning trash. Empty them regularly.
8. *Materials:* If small-unit building materials like bricks are used in watering holes, there is a good chance for "epidemic vandalism" in which slight damage attracts attention and leads to cumulative damage. Having a stock of bricks and mortar available for quick repair of small damage and getting custodians to do so can reduce "epidemic vandalism."
9. *Wall Panels:* Avoid modular wall panels in watering holes. These are often removed just to prove that the school is vulnerable, even if not used to enter the building.

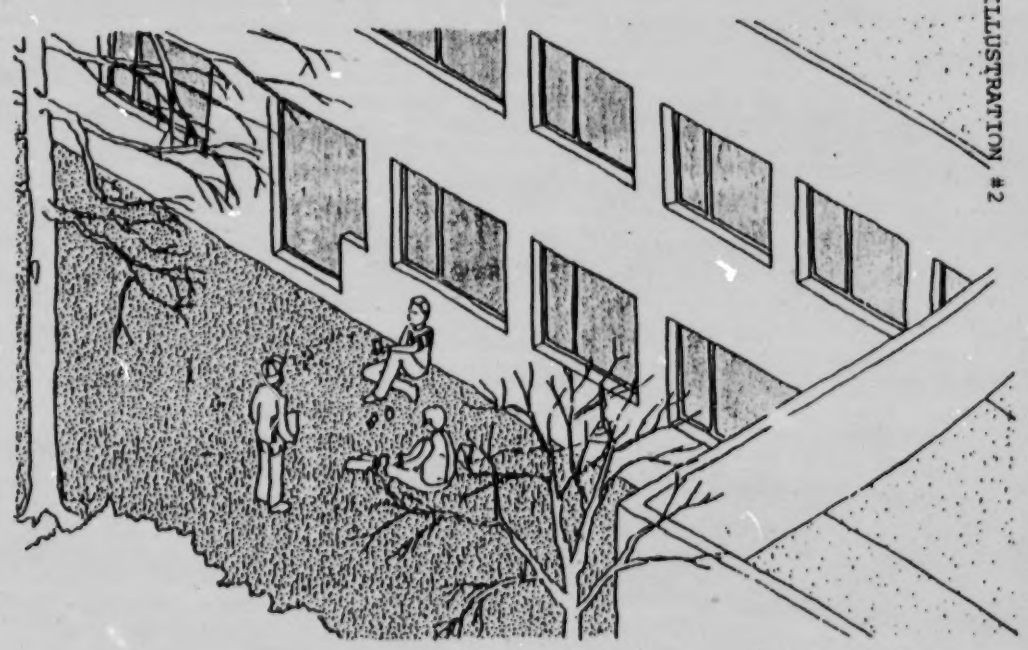


ILLUSTRATION #2

Design Issue

Niches: *Small spaces just large enough for one or two people are called "niches." For example, they are created by fire stairs adjacent to walls, depressed entrances, or delivery docks. These places are used for, among other things, prying at windows or picking locks, smoking, or drinking secretly.*

Possible Design Responses

1. *Doorways:* Avoid useless doorway niches by extending existing doors to building perimeter.
2. *Fixtures and Hardware:* Specify as few reachable fixtures and as little hardware as possible in niches.
3. *Door glass:* Specify glass-free doors through which locks cannot be seen.
4. *Door Hardware:* When possible, avoid all exterior hardware on doors in niches.

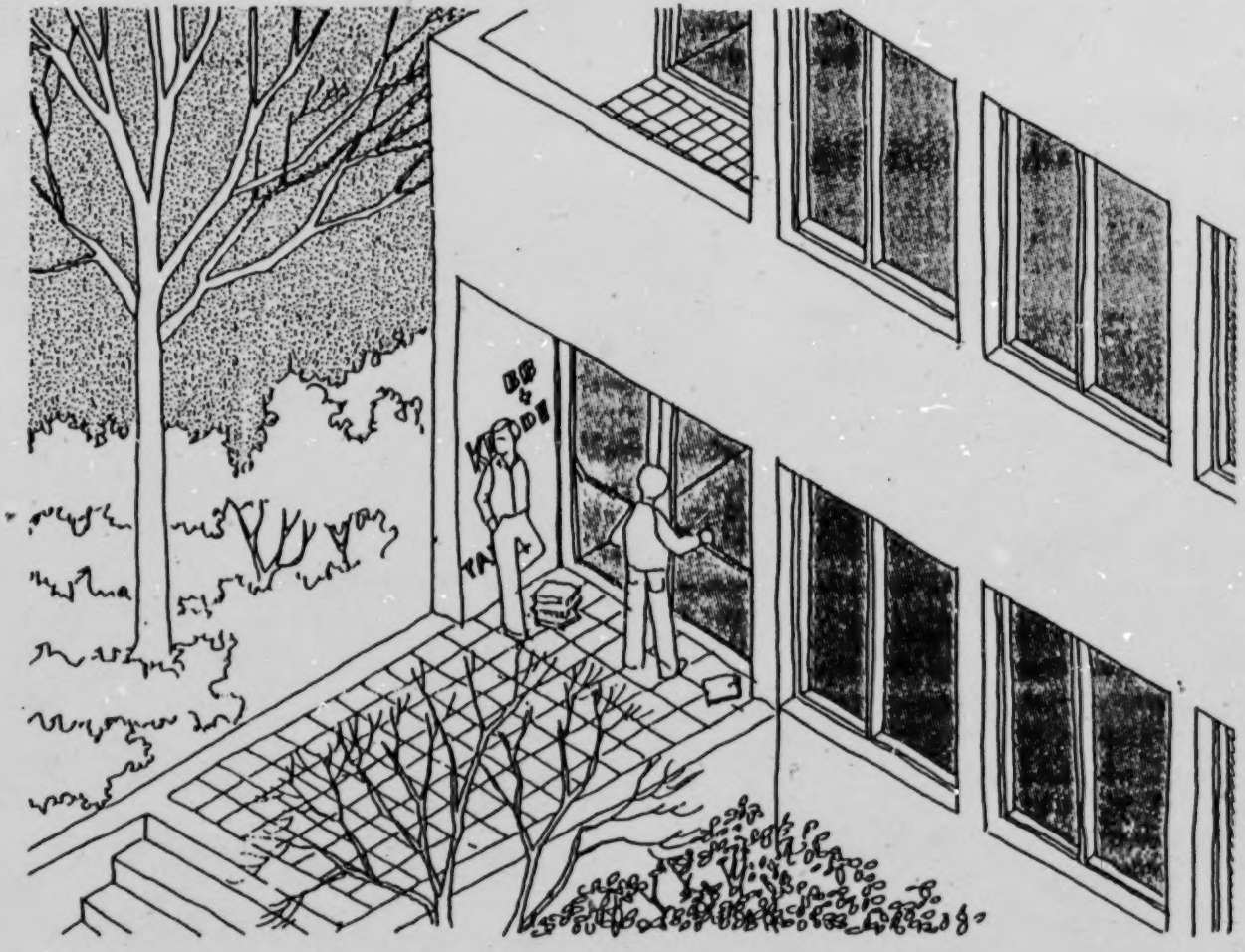


ILLUSTRATION #3

Design Issue

Planting: *Planting on school grounds is often specified with a direct but misguided logic: "Because damage may occur to plants, have stiff, unbreakable plants." Unfortunately, stiff also means brittle, and these plants break more easily than do more pliable ones.*

Another logic dictates: "Since kids mess up bushes by running through them, have thorny bushes which keep kids out." Unfortunately, thorns collect debris and also keep out custodians who might otherwise clean up around the plants.

Possible Design Responses

1. *Planting:* Near active areas, specify bendable, resilient planting and avoid stiff, breakable planting like unprotected young trees.
2. *Planting:* In decorative areas specify planting such as trees or bushes with no thorns, which does not readily collect litter, and is easy to rid of litter.
3. *Planting:* Avoid climbable planting near edge of building.
4. *Planting:* Avoid planting in predictable pick-up play and hang-out areas, and in watering holes.

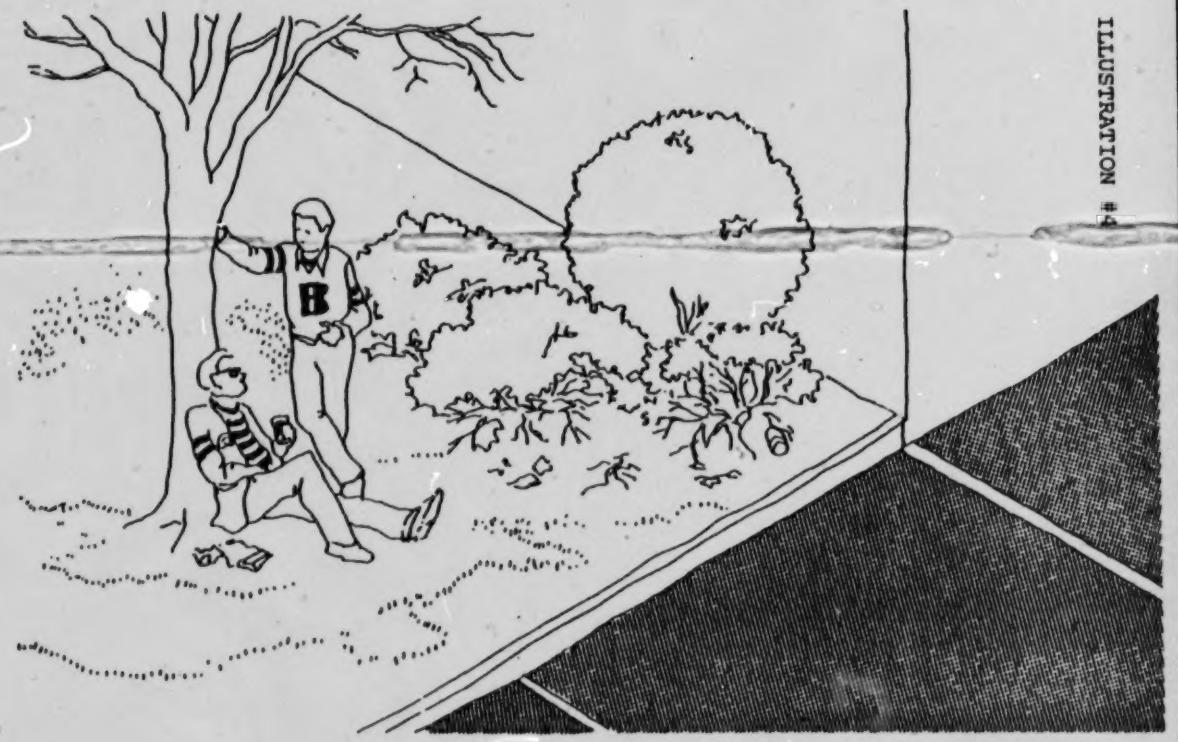
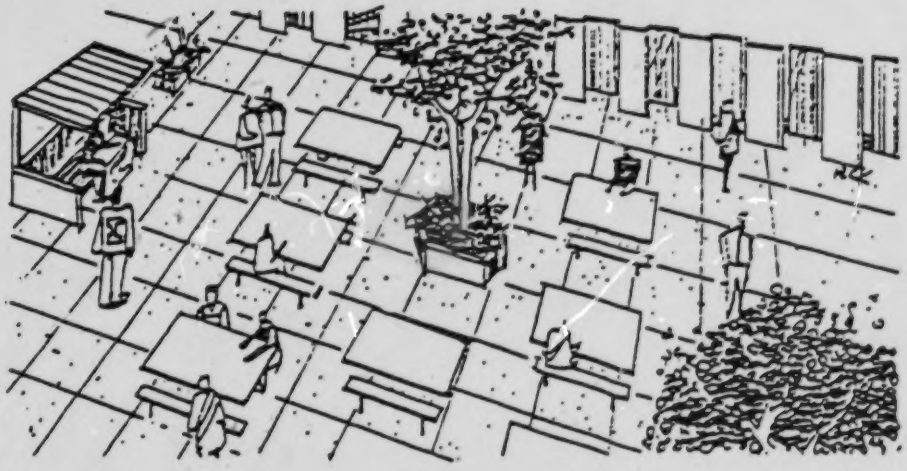


ILLUSTRATION #4



Short vandal-resistant benches and tables are to be provided to restrict group sizes and encourage relaxed conversation. Planters divide large spaces into smaller areas to break down institutional scale and introduce soft greenery and shade in paved places. A snack/ticket sales facility can provide a surveillance point for supervisory personnel.

INFORMAL PLAY AREAS

Students use school grounds for informal games (stickball, soccer, handball, softball) in places that were originally not intended for such purposes. Formal play areas may even be misused; for example, if a basketball court were used for stickball, broken lights and cracked windows might result. If certain types of rough play need to be eliminated from specific areas, tactics can be employed that essentially function as obstacles to play, such as subdividing an open space with built elements intended for passive use (benches, curbs, changes in elevation, hardy trees). Surfaces and walls can be made irregular so that balls do not bounce predictably.

On the other hand, many underused spaces with good natural surveillance can be converted into play areas by removing or redesigning lights and other fixtures that can be damaged, protecting windows, eliminating hindrances to play (wall and ground surface that are smooth), painting lines, and providing sitting areas for game watchers.

When parking lots are partially empty, they are often used for ball games, hockey, and soccer. Several tactics can be employed to protect remaining cars, fixtures, and adjacent spaces. Barriers can be erected in strategic locations to prevent balls or other play objects from breaking windows. Painted lines will suggest ways opposing teams should line up (e.g., the location of home plate determines which way the batter will face).

Design Issue

Pick-up Play in Parking Lots: *Students often use parking lots to play street hockey or other pick-up games.*

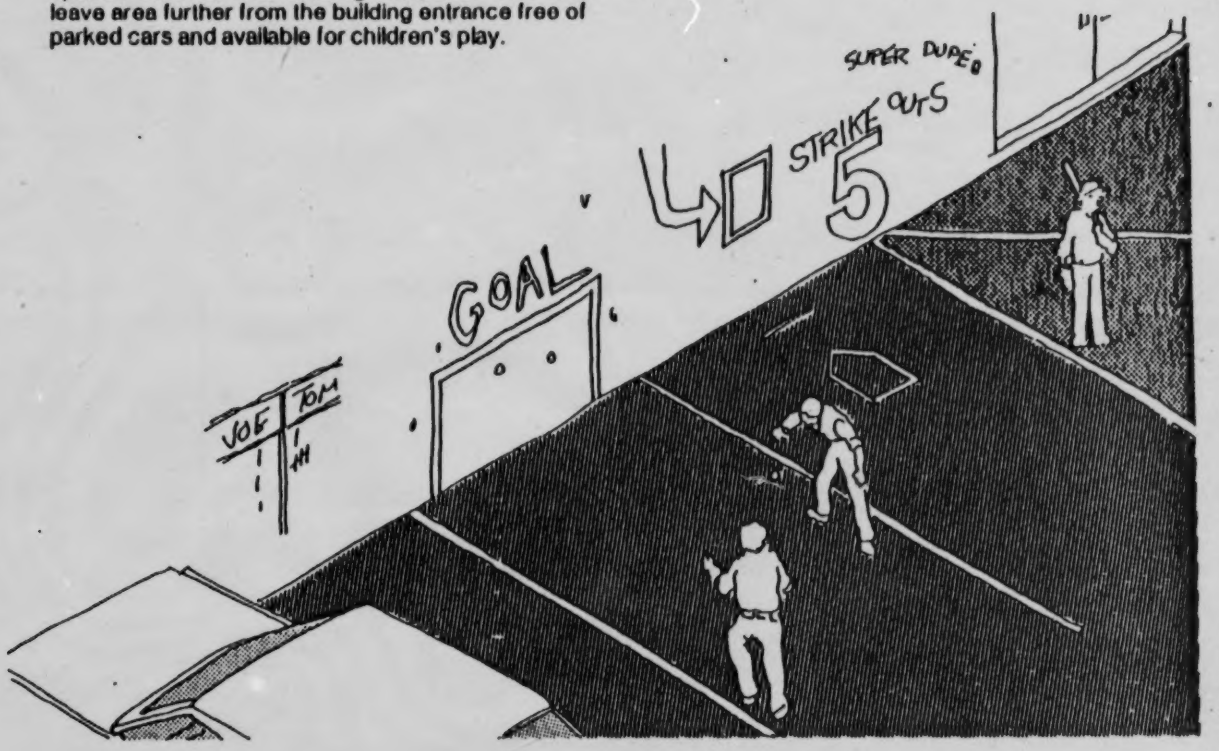
If a few cars are parked haphazardly throughout a lot used for play, one or more cars are likely to be in the midst of a play area and therefore be likely to be damaged unintentionally.

Also, parking lots rarely have the fencing necessary to prevent a ball from travelling out of the lot and through a neighbor's or the school's window.

Possible Design Responses

1. *Location:* Plan parking lots as informal pick-up play areas.
2. *Closure:* Specify fixtures so that parking lots can be closed to automobiles on weekends and during evenings when there are no planned activities at the school.
3. *Fences:* Erect a fence in strategic locations around the parking lot to prevent balls, pucks, or other objects from breaking windows or entering adjacent private property; not to keep children out.
4. *Size:* Design larger parking lots so that parking will be concentrated in obviously more convenient spaces nearest the building entrance. This will leave area further from the building entrance free of parked cars and available for children's play.

ILLUSTRATION #1

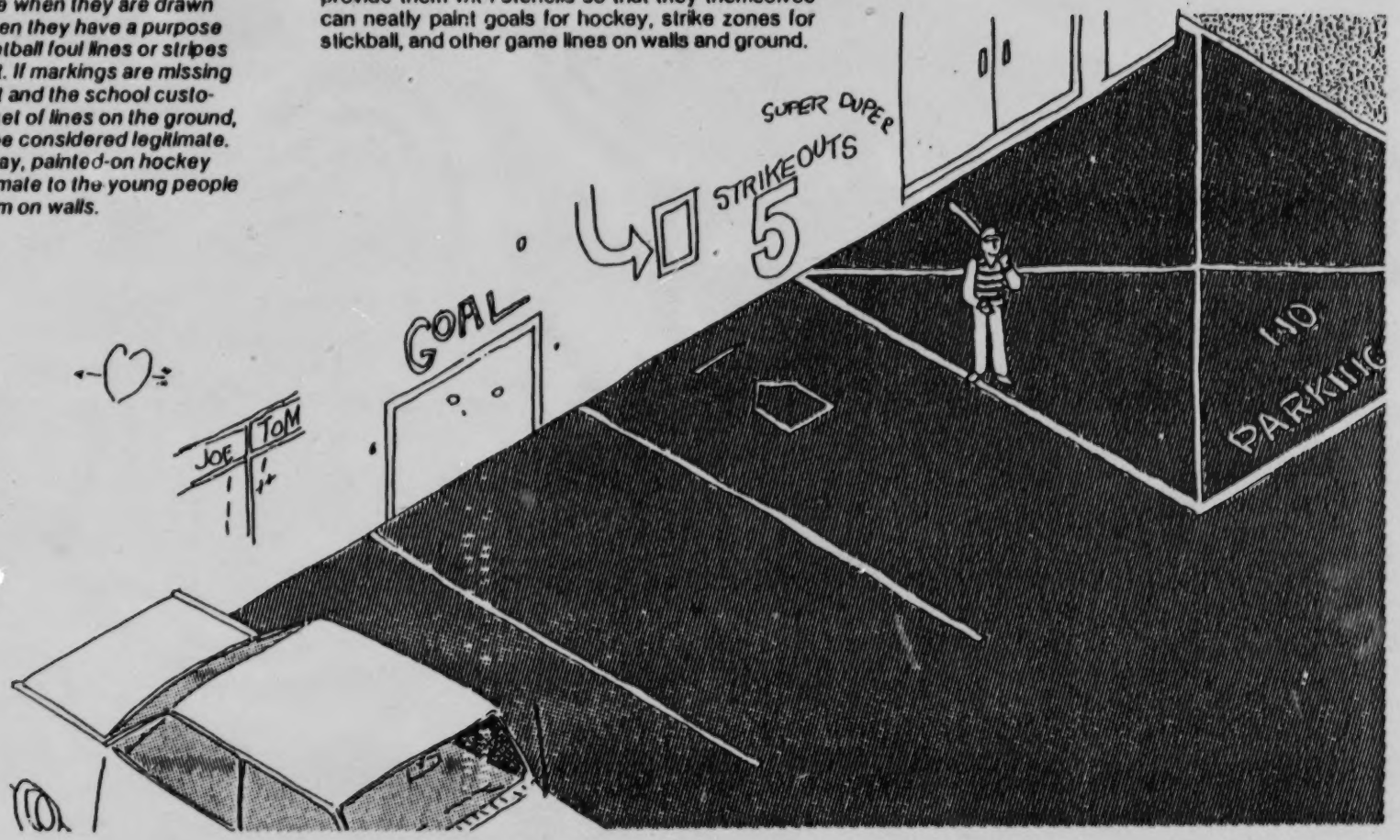


Design Issue

Legitimate Graffiti: *Legitimate graffiti is the simplest, yet most often overlooked type of marking. When there is no hockey net in the school yard and children paint one on the wall, this is considered graffiti and vandalism. Yet, lines on paving or on a wall are considered legitimate when they are drawn neatly and when they have a purpose such as basketball foul lines or stripes in a parking lot. If markings are missing in a parking lot and the school custodian paints a set of lines on the ground, these would be considered legitimate. In the same way, painted-on hockey nets are legitimate to the young people who paint them on walls.*

Possible Design Responses

1. *Location:* Acknowledge, predict, and accept "legitimate" graffiti painted by children.
2. *Game Lines:* Paint necessary game lines on appropriate walls and ground surfaces after consultations with game players.
3. *Game Lines:* Work together with street groups to provide them with stencils so that they themselves can neatly paint goals for hockey, strike zones for stickball, and other game lines on walls and ground.



Design Issue

Pick-up Play: *Much recreation in school open spaces takes place during recess, after school, or on weekends. Children or teenagers gather around the school for informal games of street hockey, basketball, stick ball, soccer, or catch. These games generally require minimal equipment which participants bring from home, a hard ground surface large enough for throwing ball, and a wall to serve as an impromptu backstop.*

Formal play areas are sometimes used as pick-up play places — for instance basketball courts may be used to play a game of stick ball. At other times pick-up games take place on the plaza in front of a school, or in the children's play yard — if these provide a backstop and a hard surface. Different parts of the country and different areas of a city will have their own special pick-up games and most neighborhood groups do have some kind of pick-up games.

Possible Design Responses

1. *Location:* Consciously identify and develop places well suited to informal pick-up play.
2. *Lighting and Fixtures:* Move lighting and other fixtures out of the way of potential pick-up ball playing.
3. *Walls and Ground Surface:* Treat ground and wall surfaces in informal game areas as if they were formal play areas: install wall surfaces which bounce balls back to players; remove ground surface irregularities; paint lines on walls or ground for street games.
4. *Glass:* Eliminate glass around areas predicted to attract informal pick-up games, or protect glass there attractively.

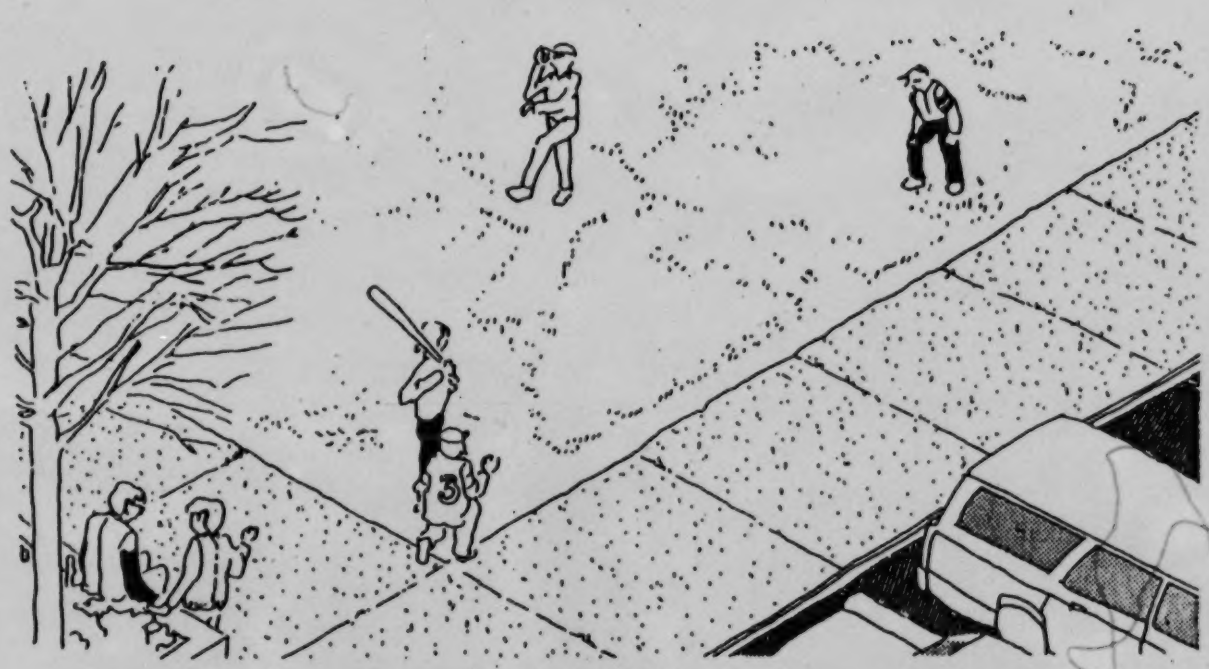


ILLUSTRATION #2

WALKWAYS AND LANDSCAPING

Landscape treatments can influence the use of the outdoors in positive and negative ways. Landscaping can create unsurveillable pockets along walkways which provide opportunities for crime and heighten fear. Landscaping can also effectively reduce fear and encourage safe, desired uses by legitimate users. Trees and shrubbery can be used to reinforce existing walkways or to rechannel pedestrian flow through areas where there is better natural surveillance. Plantings can also be used for subdividing spaces into smaller activity areas if so desired. Shrubbery should not be more than 3 feet high; at thid height, cross traffic is discouraged and surveillance is not blocked. Plantings used to define play areas should be resilient and must grow fairly quickly.

Although landscaping is effective in reinforcing walkways, the walkways should nevertheless follow logical and fairly direct routes. Some tactics are to accept as legitimate the paths naturally made when walkways change direction at right angles. Walkways can also be perpendicular rather than parallel to buildings, or planned according to a spider web configuration so that the routes provide the shortest distances between the most frequently used points. Plantings may require routine trimming to maintain free visual corridors. The visual focus of pedestrians is normally about 35 feet ahead, so people tend to feel more secure when path conditions allow clear views at that or greater distances.

Design Issue

Pathways: *Official pathways around school grounds often reflect the designer's wishful thinking, rather than the students' and teachers' needed circulation links. As a result, a route crossing the grass is often chosen as a path rather than the misplaced official paved walkway. In addition, soft surfaces and planting next to heavily used paved areas are readily trampled.*

Possible Design Responses

1. *Location:* Plan paved pathways so that they provide the shortest walk between the two points they connect.
2. *Location:* Accept as legitimate and predict location of naturally made shortcut paths.
3. *Paving:* Pave pathways where natural shortcuts have developed, after the building has been in use for six months.
4. *Barriers:* Install or landscape subtle but real barriers, like a change in level, between hard traveled pathways and adjacent soft areas, like grass. This will not prevent people from walking there, but it will decrease it.
5. *Grass:* Remove soft materials like grass or flowers which are immediately adjacent to narrow paths or parking lots.

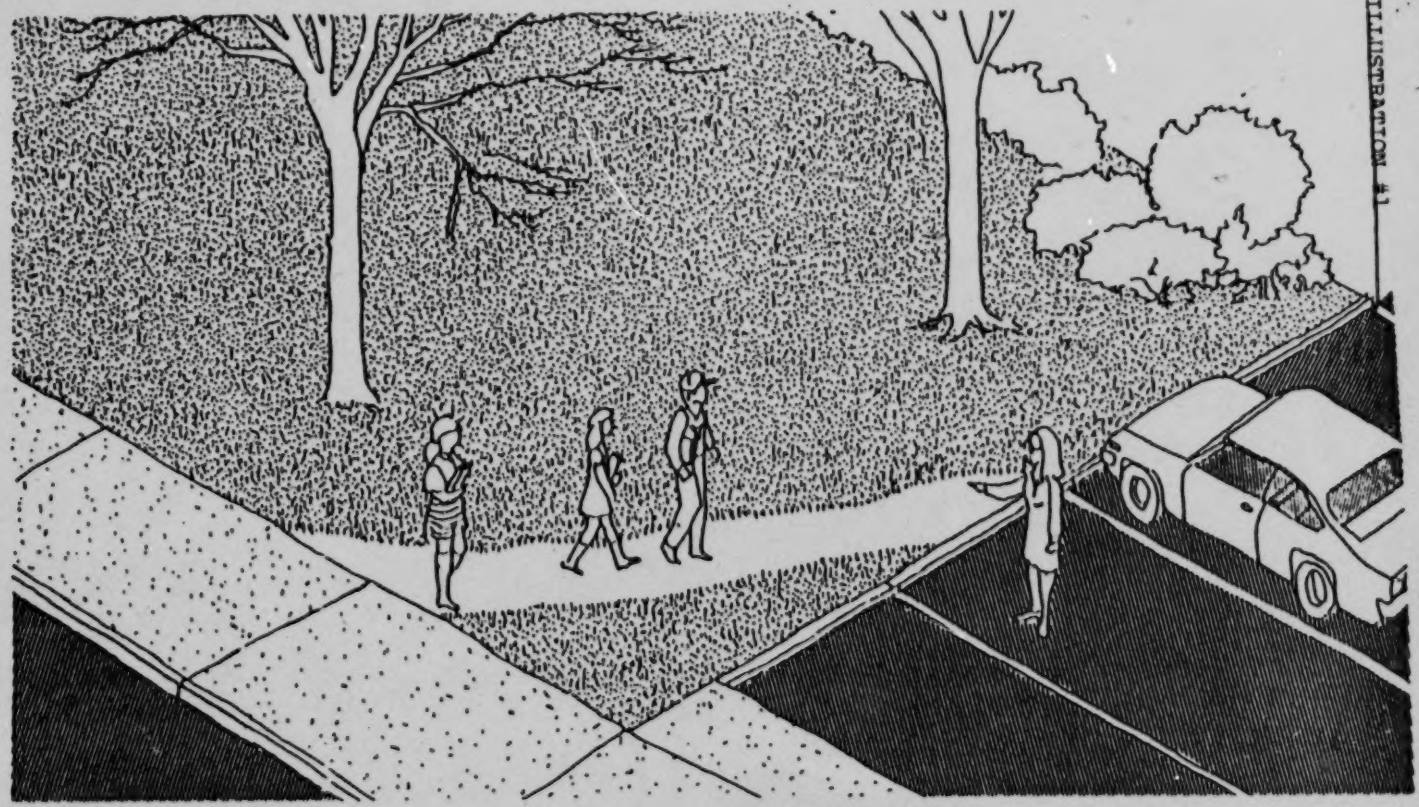


ILLUSTRATION #1

Source: Stopping School Property Damage

EXTERIOR LIGHTING

If school grounds are used after dark, well-designed lighting can make open spaces appear safe. The diffusion pattern of lighting can also be effective in defining areas for active use. Fixtures come in widely varying shapes and sizes for different applications and requirements. Properly planned lighting is diffuse, illuminating the horizontal rather than the vertical plan, and if possible, illumination should come from several directions to facilitate surveillance. Fixtures on buildings should be high and should light areas away from the building. While in general it is desirable to have fixtures above 14 feet, it is important that lights contribute to the scale and aesthetics of the environment; thus, for example, shorter fixtures with attractive globes may be more desirable for courtyards in spite of the possibility that they may become targets for vandalism.

At present, there is some controversy over whether outdoor lights should be left on or off when the school is closed to prevent vandalism. One argument is that when lights are off, hangout areas on school property are less likely to be used, and windows, light fixtures, and other built elements will not appear as targets for rock throwing. The counter argument is that lights provide surveillance and thus increase risk to offenders. When potential hangout areas are brightly lit, youngsters stay out because they do not like being too visible.

STRUCTURE

The location of buildings on a site and their orientation to one another can influence offender behavior. The structure can be thought of as a physical barrier defining spheres of influence. Thus, for example, an "L" shaped building suggests different spatial uses inside from those outside of the "L." The construction of real and psychological barriers can reinforce zones defined by the buildings.

Building exteriors can be weak barriers against intrusion. For example, youngsters may find ground-to-roof access easy because the exterior surface and window fixtures permit footholds, or there may be trees and telephone poles close to a roof's edge. Covered walkways near buildings or wall heights less than 12 feet can be readily scaled with one youngster boosting another. Also, walls less than 8 feet from buildings, once climbed, can be used to jump to a landing or window sill.

It may seem obvious that windows provide visual access to the grounds, but in many cases windows simply are not used this way. Classroom windows are usually designed to let daylight in but discourage outside viewing because it interferes with instruction--hence, the use of clouded glass and clerestory openings. Moreover, since it is desirable not to have ground windows near an entrance (so as not to facilitate breaking and entering), blind spots are created where offenders can locate themselves unobserved near the entrance. The situation becomes more problematic if the doorway is recessed or if there is an outside vestibule.

It is also usually recommended that ground-story windows be at least 6 feet above ground level, but again, this provides adjacent unobservable areas which become candidates for hangout locations.

Walls with few or no windows are likely targets for graffiti. It may be "legitimate" in the sense that the adjacent area has been converted by students into an informal ball playing zone because glass breakage is less likely and wall markings are used for defining strike zones and goal posts There may also be considerable decorative and expressive graffiti if the surface is smooth and light. Graffiti can be discouraged with the use of dark and rough surfaces, but school officials might consider that graffiti as a problem can be better handled if certain walls for self-expression are officially sanctioned.

Design Issue

Ground-to-Roof Access: *Playing on rooftops is a problem if these are not consciously planned as recreation places. Problems of damage to rooftop equipment, hardware, windows, and skylights can be minimized if getting onto roofs from ground level is difficult, or if hardware on accessible rooftops is specified to accommodate rough play.*

Possible Design Responses

1. *Windows, Hardware, Fixtures:* On accessible roof areas, use ground floor type glazing, hardware, and fixtures. Avoid exterior hardware on roof doors and windows.
2. *Surfaces:* Plan exterior surfaces with no footholds.
3. *Fixtures:* Avoid unnecessary exterior fixtures on building wall that provide footholds for climbing. Place such hardware at another convenient location.
4. *Planting:* Near buildings use planting which cannot be climbed and which will not grow to a height or strength suitable for climbing.
5. *Planting:* Locate planting which can be climbed far from walls.
6. *Telephone Poles:* Remove built-in footholds from telephone poles adjacent to building.
7. *Wall Heights:* Design walls too high to be climbed with readily accessible ladder substitutes like standard 12-ft. 2x4's.

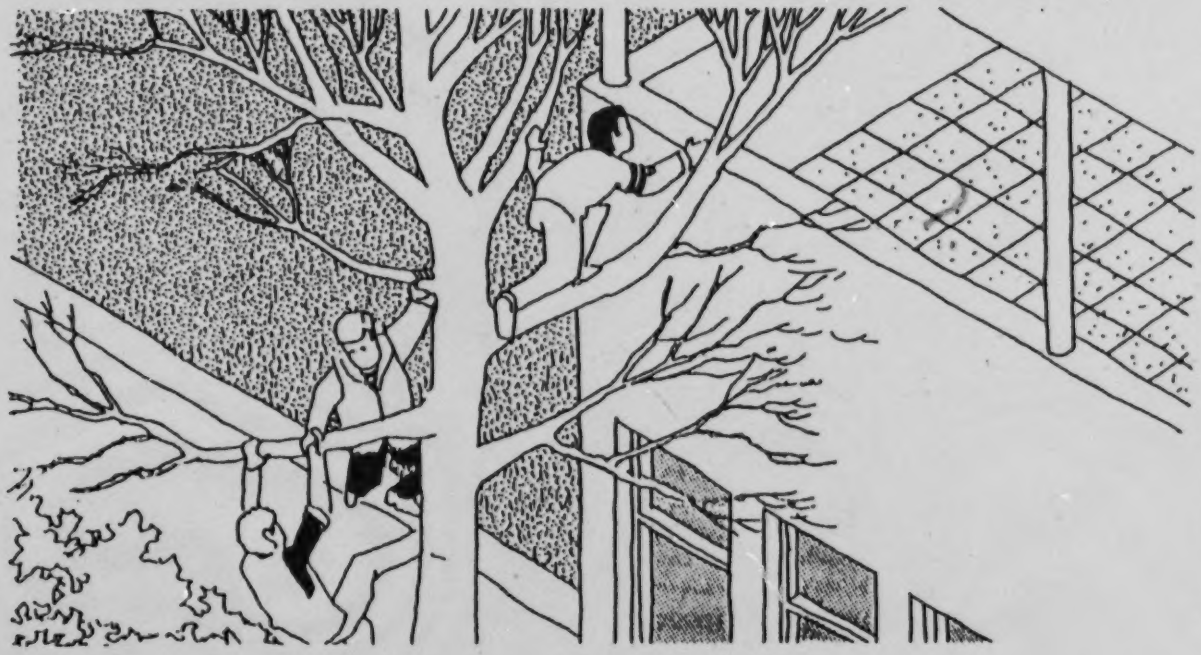


ILLUSTRATION #1

Source: Stopping School Property Damage

1183

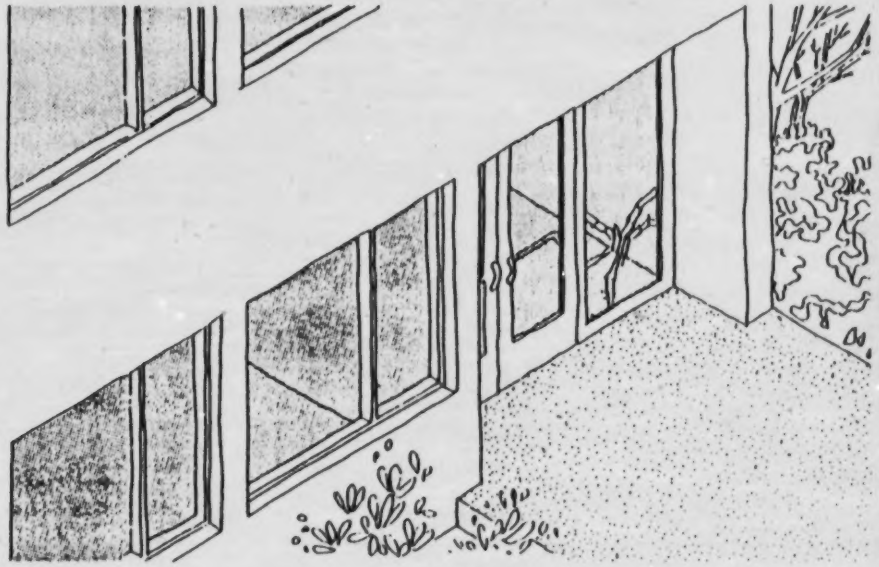
WINDOWS

Design Issue

Windows: *Glass breakage in schools is the largest property damage problem and expense. While some glass breakage is malicious and related to theft, much glass breakage is not malicious vandalism. For example, a student sitting on a ledge may swing his legs, kicking and cracking vulnerably placed glass panels in an adjacent door. Or, during a fight, one student pushes another into a window, resulting in damage. While damage to the child is malicious, the damaged window is an unintentional consequence, non-malicious in character. Much of this damage could be avoided if those playing near glass had a different attitude; but as long as kids are kids, such dangerous play will take place, and fragile environments will be damaged.*

Possible Design Responses

1. *Window Location:* Identify and avoid windows which are vulnerably placed in formal or informal gathering and play areas.
2. *Window Size:* Specify small panes of glass so that one break can be inexpensively and easily repaired.
3. *Non-glass Panels:* Specify solid non-glass panels and avoid all glass up to three feet from the floor, as this area is most vulnerable to damage.
4. *Glass Substitutes:* Where acrylic or plexiglas is used instead of glass, avoid placing it in watering holes or hang-out areas within reach of people standing on the ground. Problems with these materials include: carving, burning, scratching, and fading. In addition, while a pane of plexiglass or acrylic may not break, it may be entirely knocked out of its frame.
5. *Glazing Material and Location:* Specify increasingly sturdy glass as windows are closer to ground. On the ground floor, specify thick tempered glass, possibly thick acrylic or plexiglass, and if necessary screens or grills in non-visible areas. On floors two to four, specify thinner tempered, acrylic, or regular plate glass. On the fifth floor and above, specify plate glass. All these specifications vary by the nature of the interior use.
6. *Glazing Material and Location:* When interior areas are to be highly used, such as informal hang-out areas in hallways, then specify sturdier glazing, regardless of floor level.
7. *Window Thickness:* Use double-layer glass or extra thick tempered glass where plexiglass is inadvisable.
8. *Windowless Locations:* Avoid useless windows entirely in: student stores, administration stores, offices, and industrial arts storage areas.
9. *Security Screens:* When all other possibilities have been tried and proved unsuccessful, install thin wire mesh security screens over ground floor windows.



Design Issue

Expressive Graffiti: *Self-expressive graffiti takes the form of names and street numbers, love declarations, or verbal attacks. While self-expressive graffiti is often meant to be offensive, some self-expressive graffiti is an attempt by teenagers and younger children to communicate with their friends, just as adults often do through more acceptable channels. New teachers see their name in the school paper, administrators talk over the loudspeaker, and custodians sometimes have their names on the door. When students advertise themselves, they are called vandals.*

Decorative Graffiti: *Decorative garffiti, though very similar to the self-expressive type, is usually more elaborate, more colorful, and often does not contain words. Graffiti on New York City subway cars is a combination of decorative and self-expressive graffiti.*

Possible Design Response

1. *Wall Color and Texture:* Allow some walls in appropriate places to attract graffiti. These walls may be formally labeled or they can just be informally made easier to write on than surrounding surfaces. Lighter surfaces with large blocks attract more graffiti than dark surfaces. Formally labeled graffiti walls may remove the challenge aspect of graffiti, and thus may not work in specific settings.
2. *Materials:* Develop informal "graffiti walls" around front and back entries and in "watering holes." It is important that these walls be easily painted or cleaned at long but regular intervals, like every six months.
3. *Tile and Paint:* Where graffiti is to be discouraged, specify certain walls with glazed tile or epoxy paint to reduce cost of washing.
4. *Materials:* Specify surfaces so that during daily maintenance, only abusive graffiti may be removed, allowing non-abusive messages to remain until the bi-yearly cleaning or repainting.

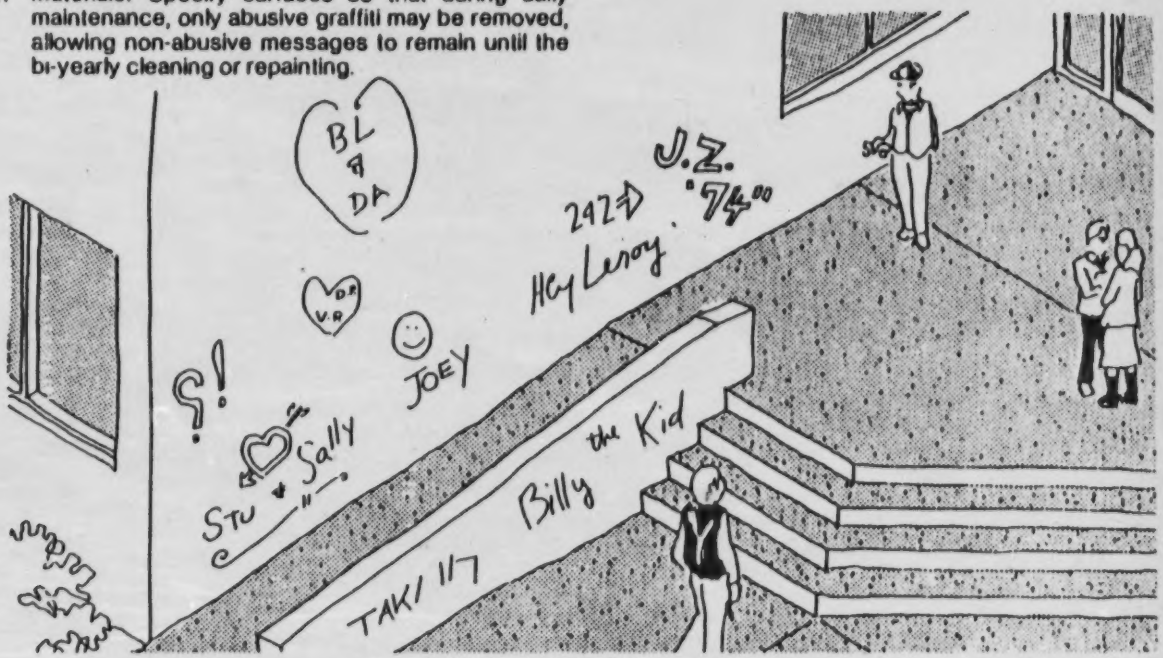


ILLUSTRATION #3

ENTRANCES

A major concern is controlling access to those who wish to use the property for illegitimate purposes. It is extremely difficult to design out crime when most of the offenders have a right to enter the building. Outsiders can be discouraged if they have the impression that someone will detect their presence, particularly if they are uncertain where to go after entering. Continual surveillance is apparent if the entry lobby is clearly visible from several functional areas, such as departmental offices, libraries, teacher planning areas, and other functions that remain active during school hours. It may also enhance security to create an informal gathering area just inside the entrance but out of the way of traffic flow, thereby providing additional natural surveillance.

If schools offer their facilities to the community at large (gymnasiums, auditoriums), these areas, including restrooms, should be close to and, if possible, within view of one entrance defined specifically for community use. Thus, legitimate users will have no reason to use other parts of the building.

Design Issue

Joint Community-School-Use Entries: *Programs in some schools encourage community members to use the gymnasium or swimming pool on weekends, to hold adult education classes at night, and to conduct community meetings in the auditorium. While such multiple use can result in cooperation, it can also cause conflicts. One way conflicts arise is when property damage occurs in community schools and each group blames the other. Careful planning and renovation can better accommodate multiple use and lessen conflict over property damage.*

Possible Design Responses

1. *Internal Gates:* Install built-in flexible internal gates to be able to selectively zone off specific corridors or parts of school while other parts, e.g., the auditorium or a set of classrooms are open for use. Flimsy gates which are only symbolic barriers are not useful because they challenge young people to get by them.
2. *Separate Entries:* Provide separate exterior entries to the different school zones: community-use and school-use.
3. *Office Location:* Locate offices of supervisory personnel near multiple use entries so that these adults may serve as informal surveyors of people coming in and out of the school. This is especially useful around recreational facilities.
4. *People Locks:* People gathering at entrances serve as a "human lock" for the rest of the school. Therefore, provide places for informal meeting and activity near entrances and exits on the inside of school, e.g., benches or soft-drink machine.

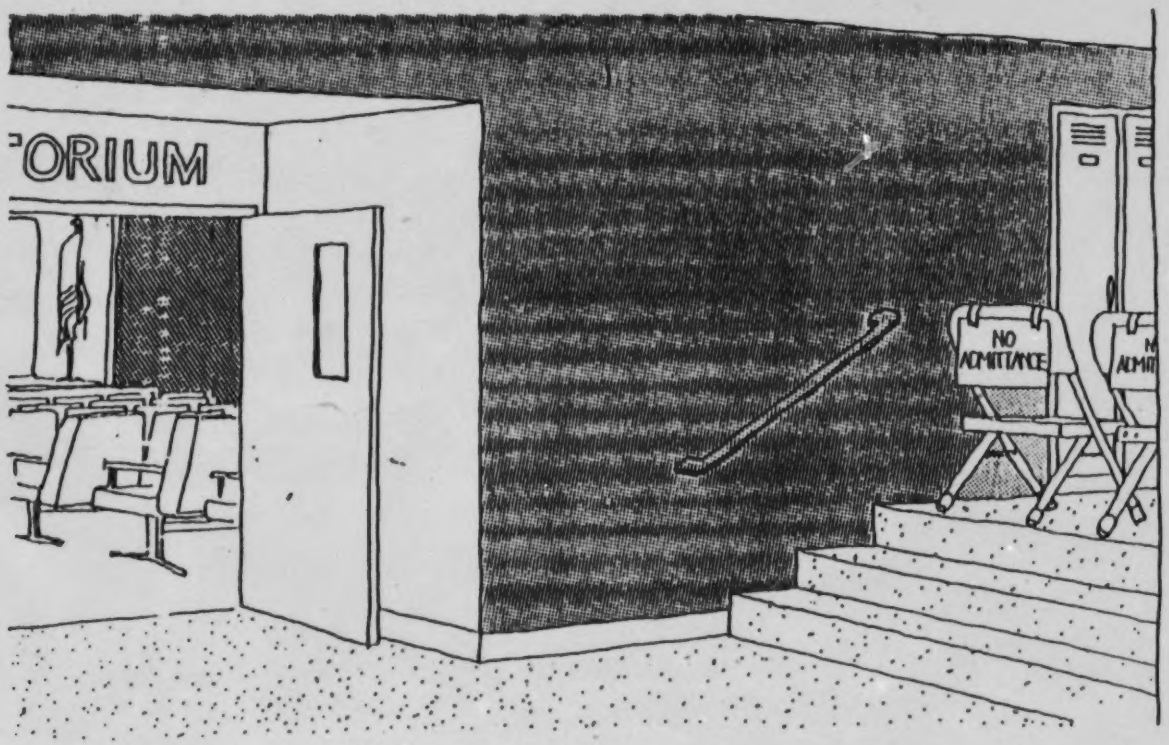


ILLUSTRATION # 1

Design Issue

Panic Hardware: *There is a conflict between the need for school users to get out in case of fire and the need for custodians to keep everyone out when school is closed. Panic hardware usually meets the first need, but dismally fails in meeting the second. A bent coat hanger often opens panic hardware from the outside.*

When this problem is not resolved, custodians in existing schools eventually buy bicycle chains, locks, and five foot long 2x4's to make fire exits impermeable at night. These may get left on during the day, creating a dangerous situation for fire safety.

Possible Design Responses

1. *Door Glass:* Avoid clear glass or acrylic panels on doors and near doors which may give a clear view of accessible panic hardware.
2. *Astrigals:* Specify astrigals on single doors with panic hardware, where regulations allow.
3. *Center Mullions:* Specify extra duty double doors with center mullion and astrigals.
4. *Panic Hardware:* Specify panic hardware which requires a minimum amount of mechanical movement to operate successfully.
5. *Panic Hardware:* Specify panic hardware which can be easily repaired if damaged.

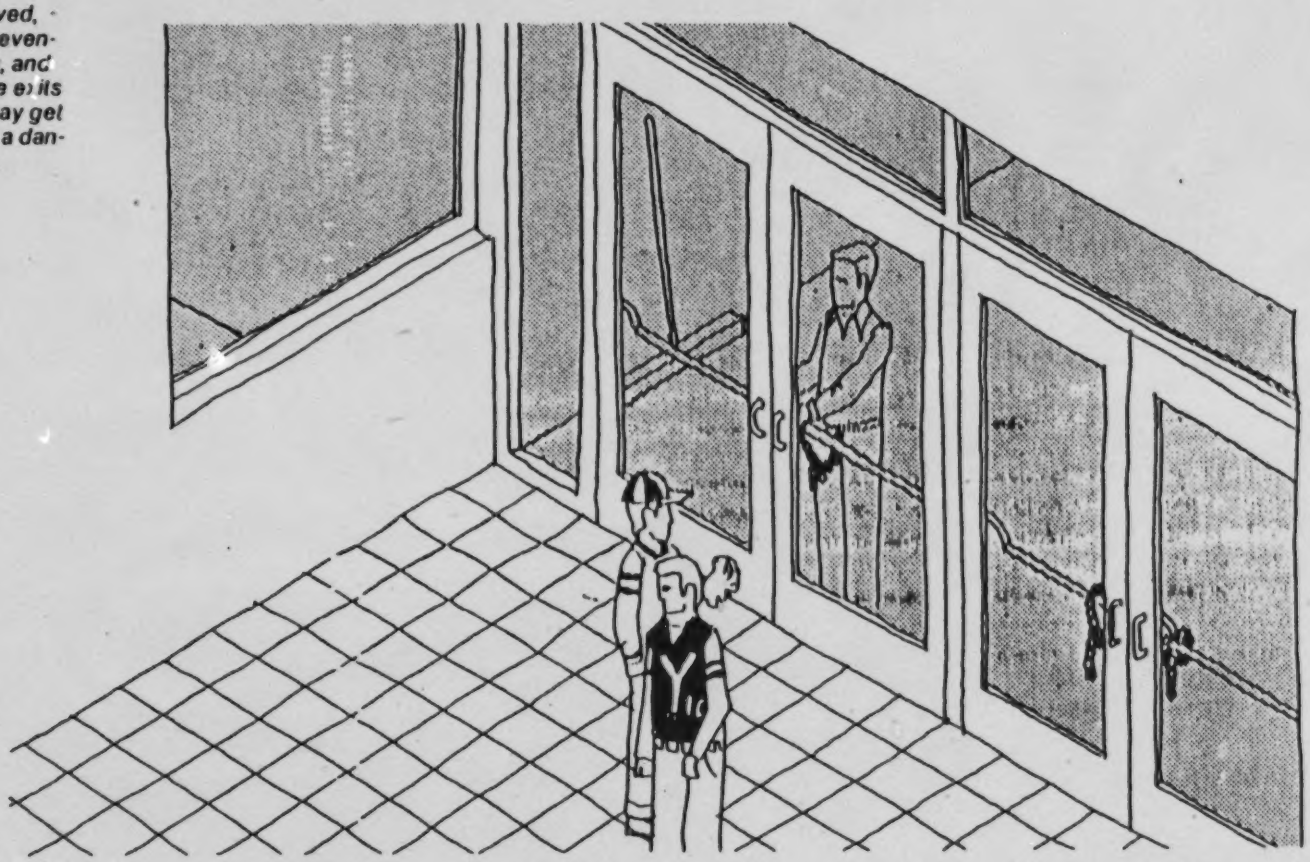


ILLUSTRATION #2

ENTRY: Clarity of "Come In" and "Stay Out" Statements

Design Issue

Clarity of "Come In" and "Stay Out" Statements: *School architects sometimes feel that major building doorways represent the "face" of the school towards the community. Wanting to involve the community in the life of the school, these planners design doorways which are often seen as inviting when the school is closed, as well as when it is actually open. Easily broken glass panels are the only barriers to interior door locks. Because of their accessibility, some school entrances designed originally to be inviting are soon either covered with chain-link fencing, plywood, or locked with bicycle chains during the night. To avoid this, the building must be designed to be inviting when the school is open, and to express the fact that the school is tightly shut after school hours, evenings and weekends.*

Possible Design Responses

1. *Sliding Grills:* Install sliding grills or garage-door type gates which can be pulled down over transparent doorways when the building is closed.
2. *Gates:* If deep recesses are planned, at building entries, avoid their being accessible when school is not in use.
3. *Doorways:* Design doorways so that it is clear from a distance that the school is closed when it is closed, but that it is open whenever the school is in session or a program is being conducted inside.

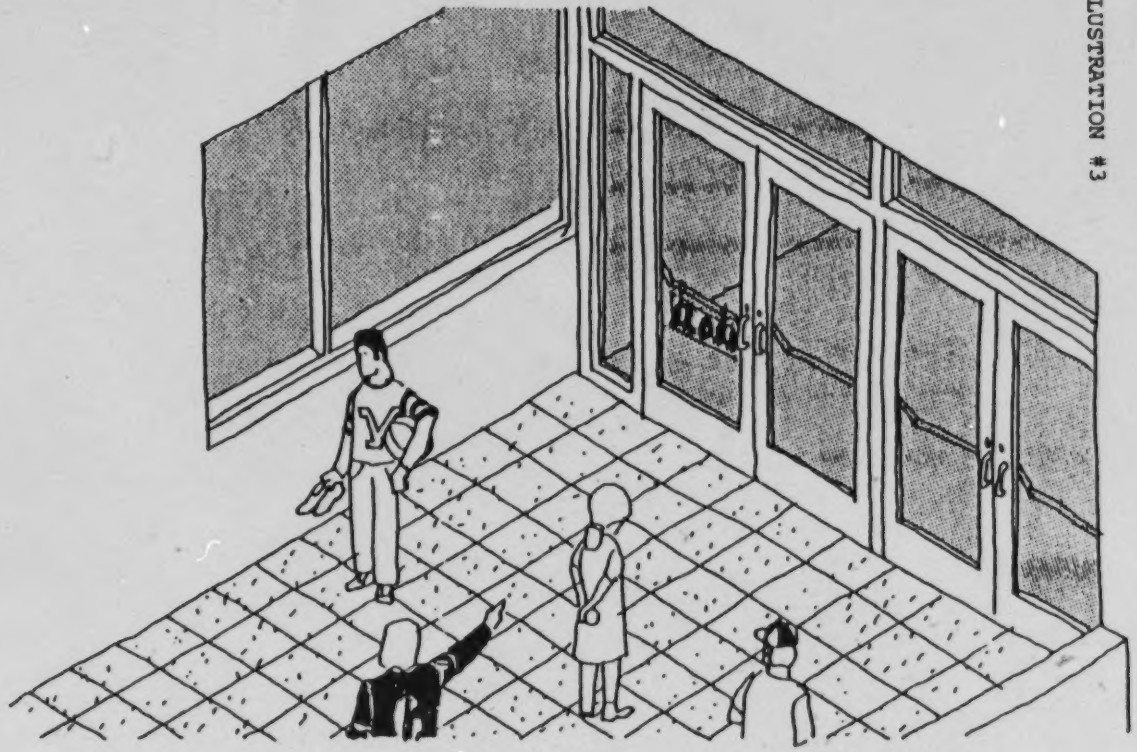


ILLUSTRATION #3

Design Issue

Glazing: *Glass on interior walls and doors are prone to both misdirected as well as casual damage. This is true especially for glass near the floor which can be easily kicked and glass in hang-out areas and watering holes, where it serves as a diversion. Exterior windows in heavily used areas are also particularly damage-prone.*

Possible Design Responses

1. *Solid Panels:* Specify solid panels in the lower half of doors and in walls along passageways. Avoid glass that can be easily kicked. This is especially true in areas where students tend to congregate.
2. *Glass Substitutes:* While acrylics and plastics may sometimes be suitable substitutes for glass, they are easily marred by scratching and burning. Thick glass or metal and enamel panels may be more appropriate for heavily used areas.

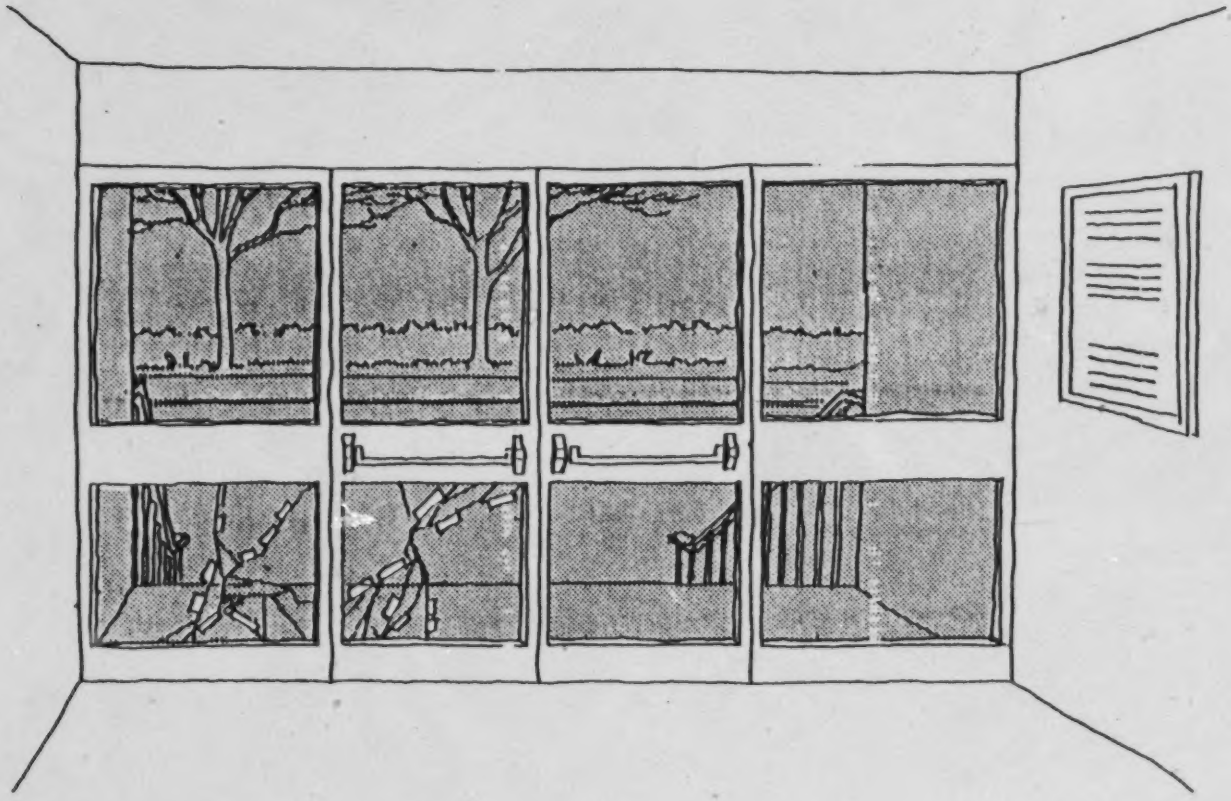


ILLUSTRATION #4

CORRIDORS AND STAIRWELLS

Corridors and stairwells are adapted by students for functions other than passage. Blind spots and isolated areas provide opportunities for hang-out areas where threats, extortion, and assaults occur. Benches, water fountains, and lockers become gathering places that cause traffic congestion and assaults and property damage resulting from accidental or playful pushing. Often objects in the corridor create visual blocks so that surveillance is difficult. Many corridors, because of their design and location, represent a blurred transitional zone so that no one is quite sure who belongs or what activities are legitimate. Many students avoid using certain corridors and stairwells because they fear victimization.

The exterior fire stairewells at Deerfield Beach High School, in Broward County, Florida, were completely enclosed with blind spots at each landing. Students were afriad to use these stairs so few used them; often they were closed to access from the ground floor, which reinforced the perception of them as a dangerous zone. The design strategies were aimed at eliminating the blind spots by creating storage spaces for clubs and the administration. It was also proposed, although never implemented, to install windows in the exterior walls so that people on the school grounds would be able to observe stairwell activities and users would be less fearful because of the apparent surveillance.

At South Plantation High School, Broward County, Florida, there were three problem corridors. The first, a corridor leading to the cafeteria, was a problem because it contained benches that, when used during lunch periods, caused congestion. A small door at one end created a bottleneck and hampered surveillance. The design response was to decrease congestion by reestablishing the dominant use of that space for passage. The benches were removed and more doors were added at one end. Graphic designs were put on the walls to improve the aesthetic quality and to support the definition of passage and movement.

The second problem area was an open-sided corridor adjacent to the student parking lot. Students and outsiders used it as a smoking zone. Surveillance was hampered by the presence of enclosed fire stairwells and a wall separating part of the cafeteria corridor from this area. The design tactic was to establish an official smoking zone in a miniplaza, located in a nearby interior courtyard.

The third problem concerned an "L" shaped corridor between the boys' physical education room and the custodian's office. The corridor was seldom used, and monitoring by the custodian was difficult with no windows and infrequently used doors at each end. The proposed solution was to install a window with louvered screens in the wall of the custodian's office, thus increasing apparent surveillance.

(Cont'd)

Another design tactic opted for Boyd Anderson High School was to relocate a teacher planning area to a back corridor to provide a functional activity in an underused, isolated spot. At MacArthur High School, with its double loaded corridors which were dark and made narrow with rows of lockers, windows were installed in the walls between the classrooms and the passage. The windows, it was thought, would provide two-way natural surveillance, but, as it turned out, the window spaces on the classroom sides were reestablished as display surfaces for posters, etc., thus precluding natural surveillance. However, the additional light and apparent surveillance have enhanced students' sense of security.

Some hang-out areas in corridors and stairwells may be desirable because they support natural surveillance (e.g., main entrance lobby, locker rooms) and do not interfere with traffic. Abuse of these spaces may be reduced if the school recognizes them and prepares them for heavy use by providing comfortable yet durable seating, trash containers, and perhaps designates, and prepares accordingly, a section of a wall for decorative graffiti. Although there is a risk that some of these spaces may be preempted by students for illegitimate purposes, it is important to recognize that students need and will find hang-out areas that are unsupervised, semiprivate spaces if the school does not plan for them.

Design Issue

Hang-Out Areas: *Many areas inside schools provide places for groups of students to sit together to be seen, and to watch others go by. These hang-out areas are places where students meet eeach other informally. When school is not in session, students might meet at the corner drug store. Teachers know they will meet other teachers in the administrative office during the day. But during school, students have neither the right to go to the corner store nor the formal office to serve as a visible social gathering place.*

Not much malicious property damage takes place in hang-out areas such as the main entrance lobby, the gym bleachers, or near the main student locker area. Rather, these places tend to be underdesigned for the great amount of sitting, jumping, roughhousing, graffiti, and other action they get. One result is that hang-out areas become marked up and marred faster than other areas.

Systematic planning for predictable activity in such places can appreciably reduce property damage.

Possible Design Responses

1. *Location:* Identify hang-out areas throughout the school and prepare them for the heavy use they will receive. Hang-out areas can be identified by their location near highly used traffic or recreation areas, by the availability of places to sit or lean, and by the number of students there.
2. *Fixtures and Hardware:* For fixtures and hardware in hang-out areas which can be reached, specify those which cannot be easily unscrewed, snapped off, poked into, or broken.
3. *Wall Fixtures:* Plan all wall fixtures and adjustments — thermostats, fire alarms, light switches — far from convenient and comfortable hang-out areas, or out of reach if they must be located there.
4. *Fixtures and Hardware:* For all fixtures attached to walls and ceilings which might be hung from or climbed upon, specify reinforced attachments.
5. *Equipment and Fixtures:* Identify equipment and fixtures which will be used to sit on in such areas radiators, window-sill, garbage cans. Specify clally sturdy equipment suitable for sitting. As equipment is damaged, replace it with equipment which is still sturdier and which can be wetached to the wall or floor.
6. *Seating:* In hang-out areas, provide comfortable durable seating far from any breakable windows and equipment.
7. *Trash Containers:* Provide convenient trash tainers which are emptied regularly.
8. *Walls:* Plan for writing on some walls near hang sitting areas. Formal message boards in these ly visible places might help channel informal sages onto one wall.
9. *Agreement:* Make an agreement with students formally acknowledge their right to use hang areas.

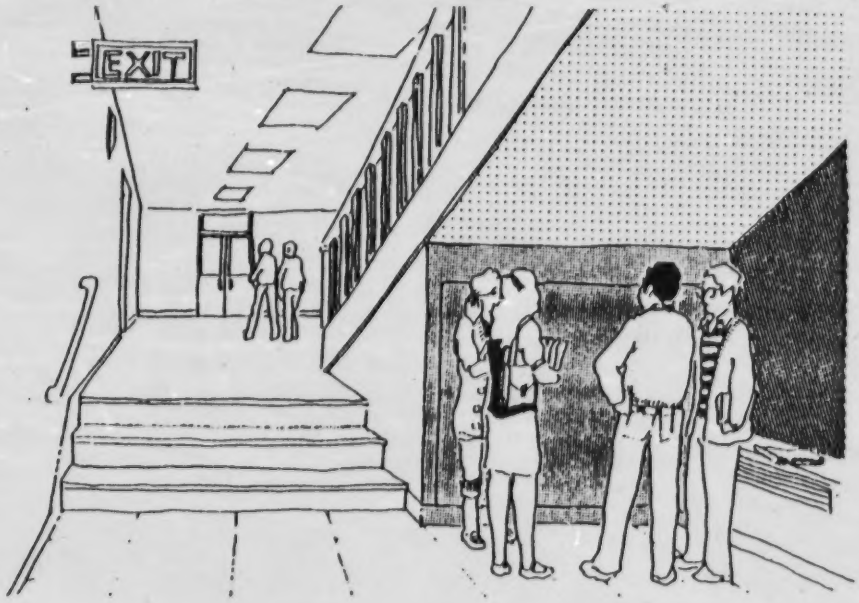


ILLUSTRATION #1

Design Issue

Watering Holes: *Few schools have authorized places where students can meet out of view of staff and faculty. However, most school building interiors provide partially out-of-the-way places which act as informal, unauthorized lounges for students more secluded than "hang-out" areas. Places used for informal gathering are usually located out of sight of office and classrooms, are usually among the least supervised places in the school, and are often considered trouble spots by custodians, teachers, and school administrators. For students, these lounges provide an important and necessary refuge from surveillance by those in positions of authority. The area may act as a place for uncensored discussion, as a smoking lounge, or as a place to show off to a small group of friends.*

Watering holes are established in out-of-the-way places large enough for groups of people: stairwells, ends of corridors, lavatories, back door entry lobbies.

Some watering holes become the territory or "turf" of a particular group, and are soon therefore as the group's clubhouse. Because clubhouses represent specific groups interests, they are often personalized by wall graffiti, in addition to receiving normal rough use.

Possible Design Responses

1. *Location:* Identify watering holes and plan specifically for the rough use they are sure to get. Do not "harden" these areas so that they are no longer comfortable for this purpose. If this is done, students will move to another area of the school, into a watering hole which has neither been hardened nor planned for.
2. *Walls:* Use epoxy paint or glazed tile on all surfaces which will be subject to graffiti so they can be easily washed.
3. *Wall Color and Texture:* On walls where graffiti predictably will occur, provide light blocked out surfaces for the graffiti. These should contrast sharply in color and texture with surrounding surfaces, and thus will attract and channel the graffiti.
4. *Fixtures and Hardware:* Specify that all fixtures and hardware like lamps and handrails be firmly attached. If the hardware is unnecessary, remove it altogether from the watering hole area.
5. *Glass:* Avoid glazing — especially below three feet from the floor — which will be easily damaged by being broken, burned, or scratched.
6. *Equipment:* Identify equipment which will most likely be used as a bench — radiator, window-sill, cabinet — and specify that it be reinforced to accept this use.
7. *Trash Containers:* Provide convenient trash containers which are emptied regularly and which do not make burning rubbish or papers attractive.
8. *Alternative Lounges:* Develop legitimate, i.e., authorized, lounge areas — non-visible from offices and classrooms and accessible to students without having to pass through offices and classrooms.
9. *Equipment:* Possibly provide legitimate ways for students to personalize watering holes, such as attaching unfinished wood planks to walls for carving initials; or large white painted panels for writing. These would have to be replaced regularly.

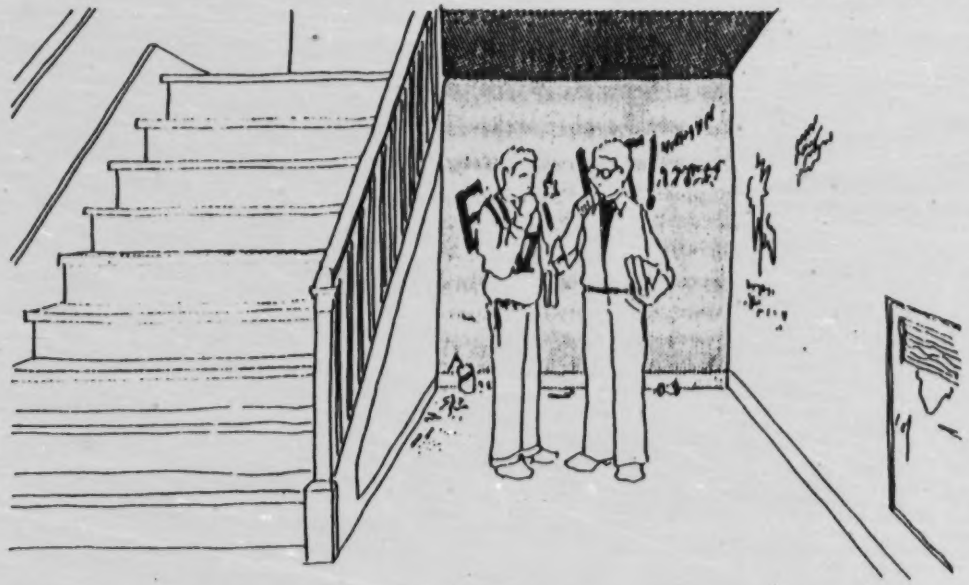


ILLUSTRATION #2

Design Issue

Niches: *Interiors of school buildings provide many small gathering places large enough for one or two people. These places are created by indented exit doors, stairwells, fire hose attachments, and corners of lockers.*

Niches like these tend to be used more for destructive than social purposes.

Possible Design Responses

1. *Location:* Wherever possible, design away niches.
2. *Hardware and Glazing:* If niches must be left, specify no damageable hardware, glazing, and wall materials.
3. *Ceilings:* Ceilings in necessary niches must be solid.

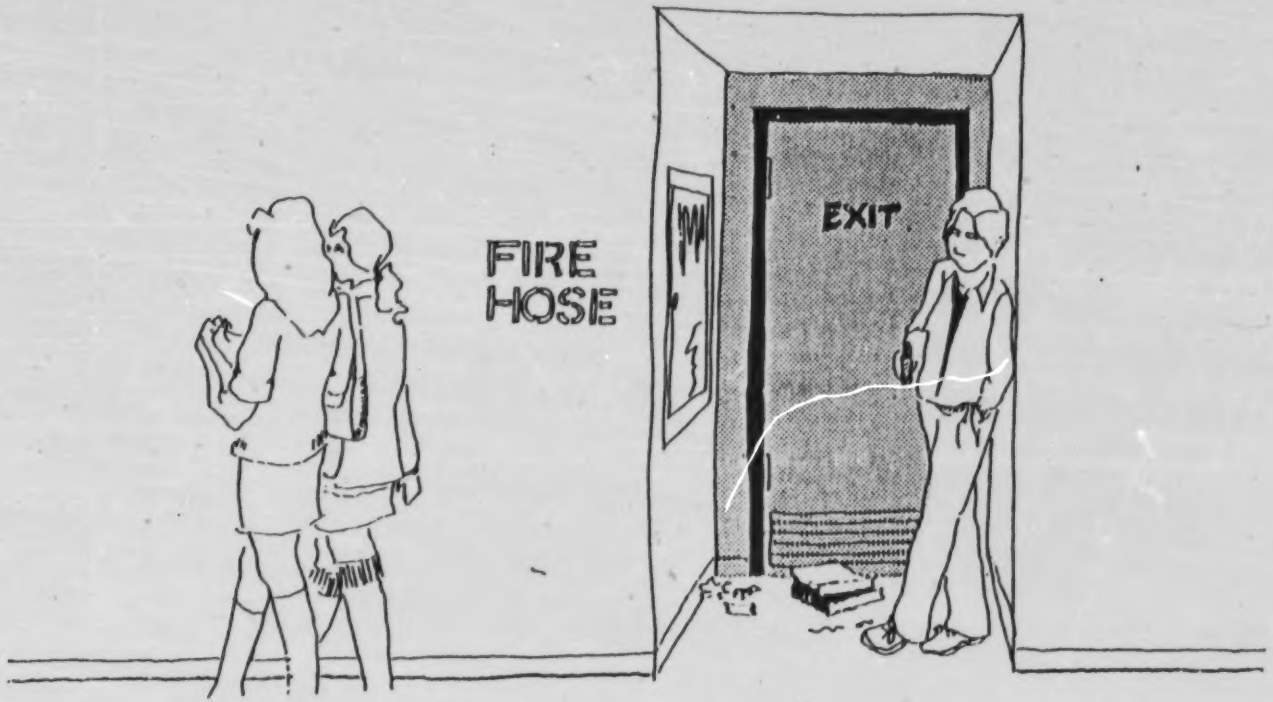


ILLUSTRATION #3

CLASSROOMS

The classroom is a critical zone because if the student does not feel safe or feel that his belongings are safe in the classroom he is less likely to be concerned about what happens in the corridors, the school grounds, or other, more public spaces. In Broward County, Florida, it was found that classrooms represented the third most frequent location for assaults and thefts. Examination of environmental characteristics that may be contributing to the problem revealed several possibilities. Classrooms were large with high student-teacher ratios. Their location along corridors tended to isolate the individual classes, resulting in little external natural or apparent surveillance. Additionally, the use of these spaces for multiple purposes, thereby requiring that they be open at all times, created unclear transitional zones for the users, decreasing their territorial attachment. At Boyd Anderson High School the analysis showed, not too surprisingly, that thefts were unusual in classrooms assigned to, and located near, a department office or one particular teacher. It was thought that, in addition to the surveillance potential, offenders stayed away from these classrooms because their juxtaposition to offices or teacher assignment areas gave the appearance that surrounding spaces fell within their sphere of influence. Spaces further removed might therefore be safer if they were visually defined as belonging to a controlled zone. Thus, in combination with using graphics to define corridor areas, attention was given to redefining, through graphic subdivision, semipublic areas shared by classrooms to increase the perception of territorial control and extend the apparent sphere of influence of offices and teacher assignment areas. The surveillance potential was increased by installing windows in classroom doors and in interior classroom walls.

PHYSICAL EDUCATION LOCKER ROOMS

Physical education locker rooms suffer a high incidence of breaking and entering and theft. These problems extend to the area surrounding the rows of lockers. Sports equipment belonging to the school is often stored in (and stolen from) locker rooms. Design and use analyses suggested that the practice of multiple assignment tended to disperse students throughout the area, making it difficult to determine legitimate from nonlegitimate users. Natural surveillance was weakened because during classes in the gym or on the field no one is left to observe intruders. The basic design strategies were to clearly define transitional zones and, through graphics, establish that specific locker room corners and rows were for easily recognized, legitimate users; and to establish functional activities in or near the locker rooms to increase natural surveillance. One tactic is to assign locker sections by class and color-code the lockers to define specific zones for specific physical education groups. In principle, the color-coding takes from the offender "legitimate" reasons for being in a given space at a given time, and legitimate users will have stronger grounds for challenging someone who appears to be in the wrong zone. A second tactic is to designate for each physical education class an adjacent teacher assignment area. With the proper design and use amenities, the teacher's planning function is not disturbed and his presence supports the perception of a supervised zone.

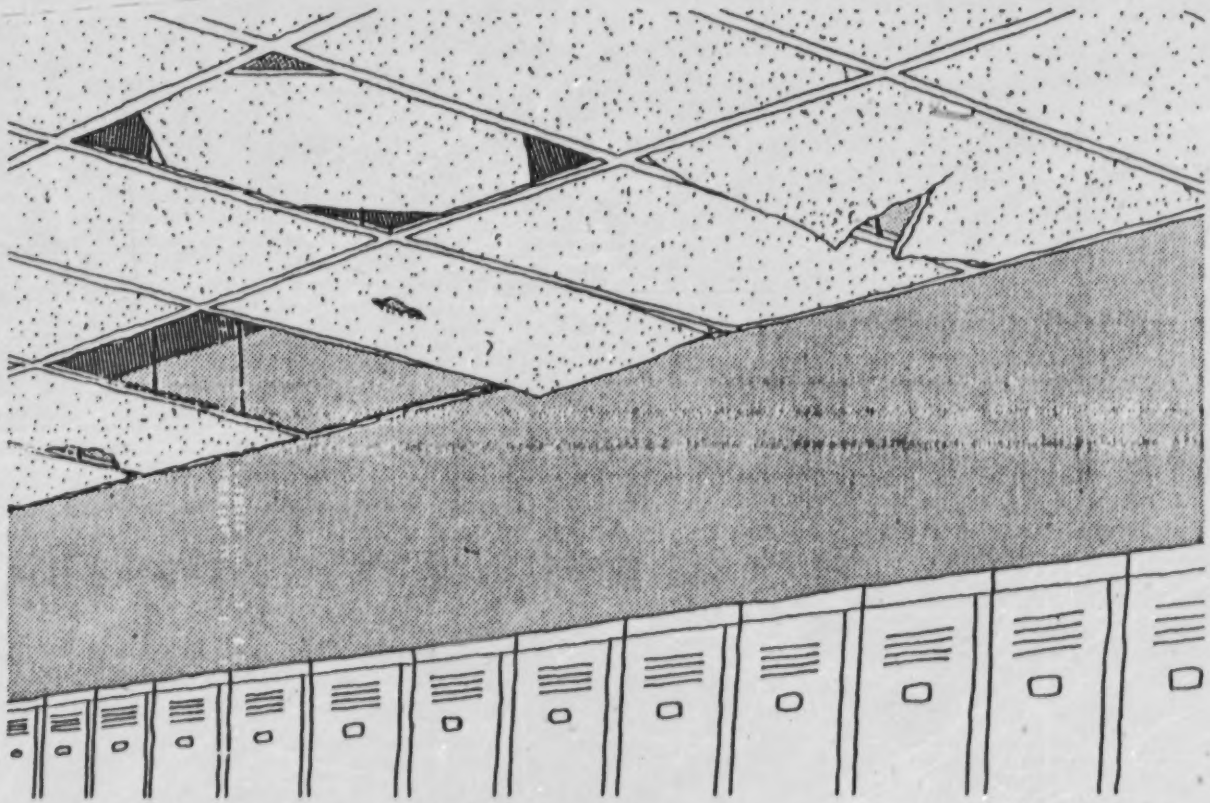
Design Issue

Ceilings: *Kids often find ceilings a challenge to jump up and touch and to hit with rulers or sticks. This is especially true for drop-in ceilings which offer the interest in finding out what is above the tile, and the chance of having a trophy to take home — a full tile. This is particularly true in hallways, informally used social areas, lavatories, and other heavily used places.*

Drop-in tiled ceilings are prone to the "epidemic effect" of vandalism. If one tile is left pushed in for a long time, there is a high probability that further damage will occur around the same spot. On the other hand, quickly repaired damage is less likely to recur.

Possible Design Responses

1. *Ceilings:* Specify hard surfaced ceilings in lavatories, watering holes, and hang-out areas. Avoid large expanses of drop-in ceiling tiles in such areas.
2. *Tiles:* When ceiling tiles are imperative in areas where students can reach the ceiling by jumping or using sticks, specify firmly attached, heavy ceiling tiles that give way only slightly under pressure.
3. *Surface Finish:* Resist damage from marking by using an easily cleaned surface material, like epoxy paint or glazed tile, even on the ceilings.
4. *Paint Color:* When painting, use a color that does not contrast with the sub-surface color. This is so that if ceiling paint is marred, the sub-surface color will not noticeably show through.
5. *Paint:* Use quick-drying paint so that custodians can keep touch-up paint in stock.



Typical conditions

Source: J. Zeisel

Course 6 - Environment

Module 6.3 - Advanced Module: Environmental Design Strategies

Module Synopsis

Purpose

This module shows examples of environmental modifications in already built schools. The focus is largely on changes that can be implemented by school people themselves. Some of the strategies require technical assistance from architects and facility planners, but the participants should leave the session feeling that they, too, can articulate and apply the design principles.

Objectives

Participants will be able to--

1. Define design strategies of natural surveillance, access control, and territorial reinforcement
2. Identify design concepts of natural, mechanical and corrective prevention, defensible space, territorial hierarchy, and transition spaces
3. Identify four principles of environment and behavior affecting environmental design
4. Be able to list examples of environmental modifications that can be effectively used in promoting greater school security.

Target Audiences/Breakouts

This is a core module targeted at the preoperational and operational levels. It is, therefore, appropriate for a broad mix of participants.

Course 6 - Environment

Module 6.3 - Advanced Module: Environmental Design Strategies

Module Synopsis (continued)

Media/Equipment

Overhead projector
Slide projector
Screen

Materials

Transparencies

6.3.1	Decisions About Design and Use
6.3.2	Definition of "Natural"
6.3.3	Definition of "Mechanical Prevention" and Definition of "Corrective Prevention"
6.3.4	Definition of Defensible Space
6.3.5	Territorial Hierarchy
6.3.6	Transition Zones
6.3.7	Words Displayed: Access Control, Natural Surveillance, and Territorial Reinforcement
6.3.8	Access Control
6.3.9	Natural Surveillance
6.3.10	Territorial Reinforcement
6.3.11	Interrelation of Design Strategies
6.3.12	Environment/Behavior Interaction

Slides/Credit

6.3.1	Cars in parking lot w - Westinghouse National Issue Center
6.3.2	Empty lot with poor surveillance from building w
6.3.3	Close up of pole gate (J. Grealey)
6.3.4	Parking lot pole gate closed w
6.3.5	Bicycle lying down (J. Grealey)
6.3.6	Bicycle attached to pole (J. Grealey)
6.3.7	New bicycle lot (J. Grealey)
6.3.8	Security lot for bicycles w
6.3.9	Poorly defined parking lot borders
6.3.10	Use of bollards w
6.3.11	Busses lined up w
6.3.12	Students waiting for busses w
6.3.13	Students unloading (J. Grealey)
6.3.14	Students walking between busses (J. Grealey)
6.3.15	New fence separating bus zone from lot w

6.3.16 Another angle of new fence w
6.3.17 Students gathered (J. Grealey)
6.3.18 Side of building; hang out area
6.3.19 Courtyard before - worn grass w
6.3.20 Courtyard before - passage w
6.3.21 Courtyard before - long view (J. Grealey)
6.3.22 Courtyard after #1 w
6.3.23 Courtyard after #2 (J. Grealey)
6.3.24 Courtyard after #3 w
6.3.25 Courtyard after #4 w
6.3.26 Courtyard after #5 w
6.3.27 Courtyard after #6 (J. Grealey)
6.3.28 Furniture in courtyard w
6.3.29 Interior hall looking on to courtyard w
6.3.30 Outdoor amphitheater, Pontiac, Michigan - EFL
6.3.31 Landscaping in courtyard #1 (J. Grealey)
6.3.32 Landscaping in courtyard #2 (J. Grealey)
6.3.33 Crockett, Texas, School - EFL
6.3.34 Entrance landscaping - before (J. Grealey)
6.3.35 Entrance landscaping - after (J. Grealey)
6.3.36 Stadium landscaping - after (J. Grealy)
6.3.37 Steps w
6.3.38 Cherry Creek, Colorado - AIS
6.3.39 Inside of right angle of buildings
6.3.40 Breezeway w
6.3.41 Passage way outdoors w
6.3.42 School without windows - AIS
6.3.43 Clerestory windows - EFL
6.3.44 Newark school windows - URC
6.3.45 Library - EFL
6.3.46 Broken windows - Woman's Eye
6.3.47 School entrance w
6.3.48 Inside entrance - URC
6.3.49 Broward County interior entrance w
6.3.50 Newark security person - URC
6.3.51 MacArthur High School entrance w
6.3.52 Entryway from inside - J. Carlson
6.3.53 Surveillance from inside - AIS
6.3.54 Andrews Armory - AIS
6.3.55 Staircase blind spot - w
6.3.56 Students under staircase - URC
6.3.57 Newark corridor - URC
6.3.58 Outdoor cooridor - w
6.3.59 Teachers assignment planning area w
6.3.60 Cafeteria (J. Grealey)
6.3.61 Entrance to cafeteria (J. Grealey)
6.3.62 Benches in corridor (J. Grealey)
6.3.63 Corridor - before (J. Grealey)
6.3.64 Classroom window #1 (J. Grealey)
6.3.65 Entrance hall - before (J. Grealey)
6.3.66 Classroom window #2 (J. Grealey)
6.3.67 Classroom window #3 - AIS
6.3.68 Classroom window #4 - AIS
6.3.69 Exterior stairwell (J. Grealey)
6.3.70 Stairwell with windows - AIS
6.3.71 Stairwell with glass wall - EFL
6.3.72 Snack bar (J. Grealey)

6.3.73 Landscaping under stairwell - w
6.3.74 Graphic #1 (J. Grealey)
6.3.75 Graphic #2 w
6.3.76 Graphic #3 w
6.3.77 Graphic #4 w
6.3.78 Graphic #5 w
6.3.79 Graphic #6 w
6.3.80 Graphic #7 w
6.3.81 Graphic/well lighted hall - AIS
6.3.82 Natural surveillance in hall - AIS
6.3.83 Carrels - EFL
6.3.84 Natural surveillance in hall - EFL
6.3.85 Glass panels in corridors - AIS
6.3.86 Skylight - EFL
6.3.87 Lockers - before (J. Grealey)
6.3.88 Drawing of lockers - EFL
6.3.89 Lockers painted - EFL
6.3.90 Raised lockers - EFL
6.3.91 Graphic #1 (J. Grealey)
6.3.92 Graphic #2 (J. Grealey)
6.3.93 Graphic #3 w
6.3.94 Graphic #4 - AIS
6.3.95 Graphic #5 - AIS
6.3.96 Graphic #6 - w
6.3.97 Staircase in main entrance #1 (J. Grealey)
6.3.98 Staircase in main entrance #2 (J. Grealey)
6.3.99 Staircase in main entrance #3 (J. Grealey)
6.3.100 Security station #1 - (J. Grealey)
6.3.101 Entry path to Boston school - J. Carlson
6.3.102 Curbs - J. Carlson
6.3.103 Attractive fencing - J. Carlson
6.3.104 Gallery - J. Carlson
6.3.105 Greenhouse - J. Carlson
6.3.106 Headmaster's office - J. Carlson
6.3.107 Cafeteria - J. Carlson
6.3.108 Corridor - J. Carlson
6.3.109 Sitting area - J. Carlson
6.3.110 Window - J. Carlson
6.3.111 Semi-public areas

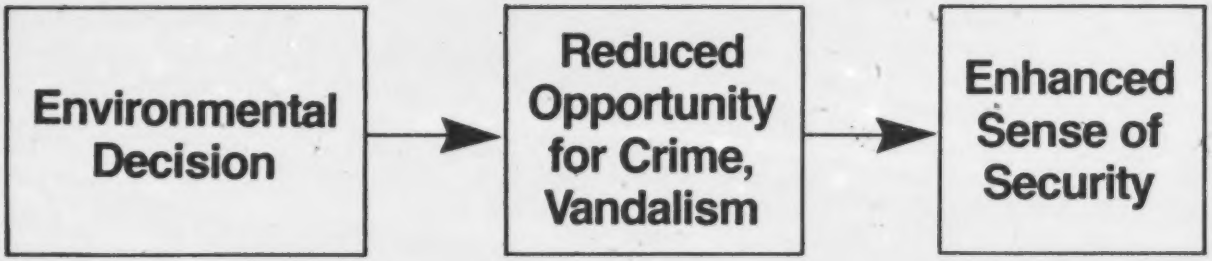
Resource Materials

R6.2.2 Parking Lots
R6.2.3 Bus Loading Zones
R6.2.4 Social Gathering Areas
R6.2.5 Informal Play Areas
R6.2.6 Walkways and Landscaping
R6.2.7 Exterior Lighting
R6.2.8 Structure
R6.2.9 Entrances
R6.2.10 Corridors and Stairwells
R6.2.11 Classrooms
R6.2.12 Physical Education Locker Rooms

Resources/Bibliography

R6.3.1 "Synethesis of Research on Environmental Factors Relevant to Crime and Crime Prevention Behaviors"

Impact of Environmental Design/Use Decisions



"Natural"

Achieving control over who uses space and observing what happens as a byproduct of the normal and routine use of that space

12[illegible]

Mechanical Prevention

Obstacles placed in the way of the potential offender to make it more difficult for him

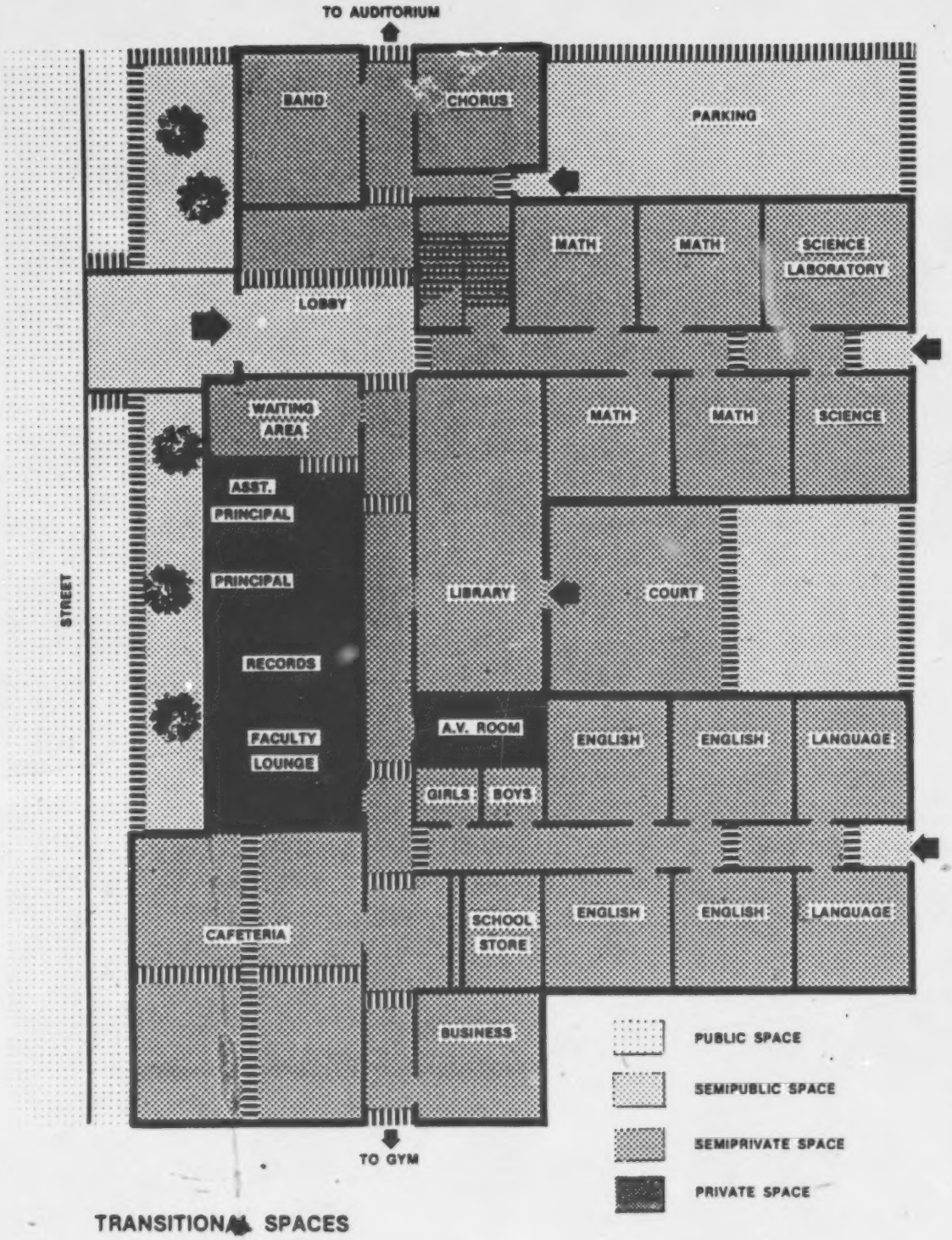
Corrective Prevention

Elimination of motives to commit crimes and destroy property

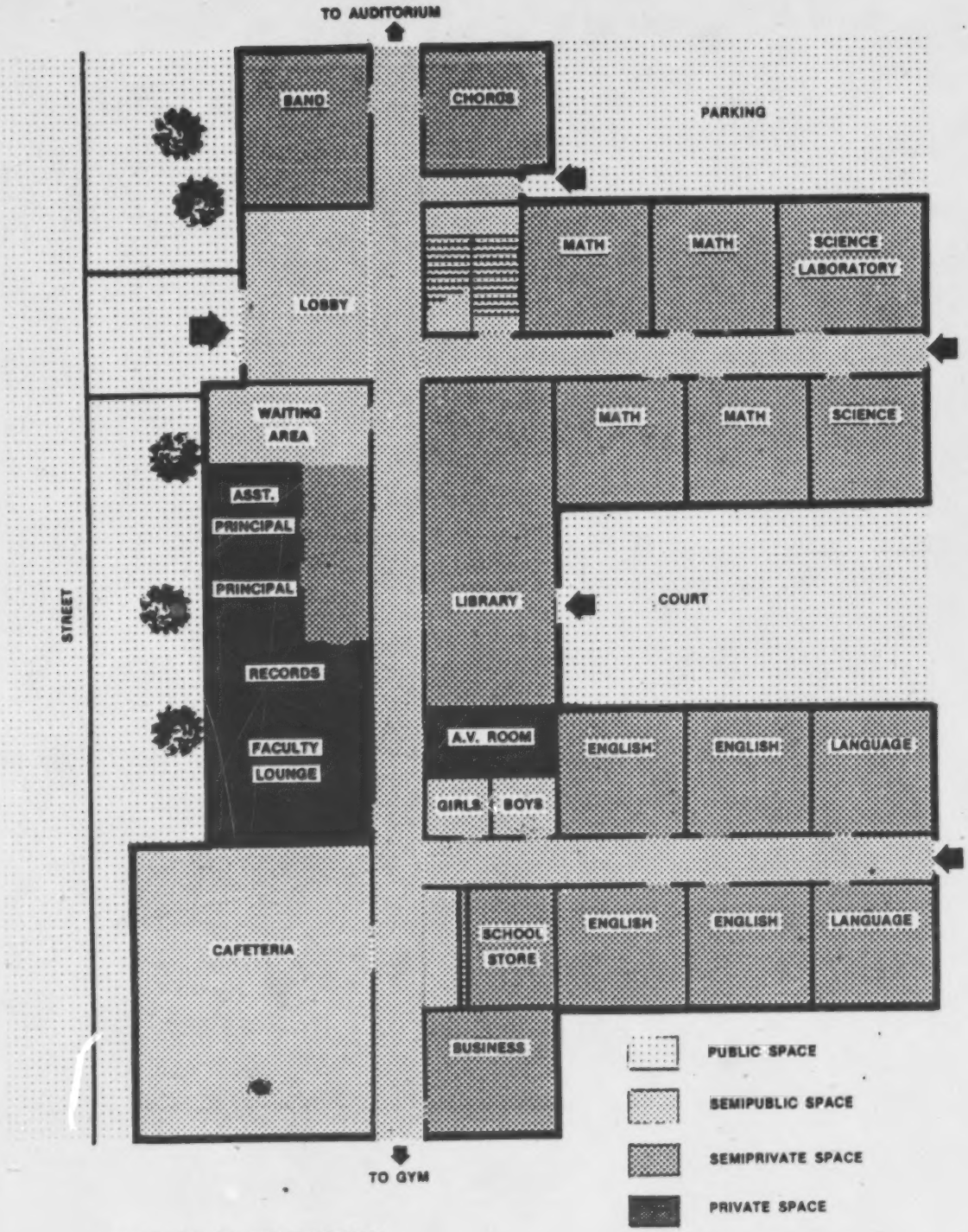
Defensible Space

Physical design features can encourage proprietary attitudes and territorial prerogatives which will protect the school and people in it

1222



TRANSITIONAL SPACES



TERRITORIAL HIERARCHY

Design Strategies

- Access control
- Natural surveillance
- Territorial reinforcement

1225

Access Control

Create symbolic or real barriers that reinforce the privacy, integrity, or uniqueness of spaces

1226

Natural Surveillance

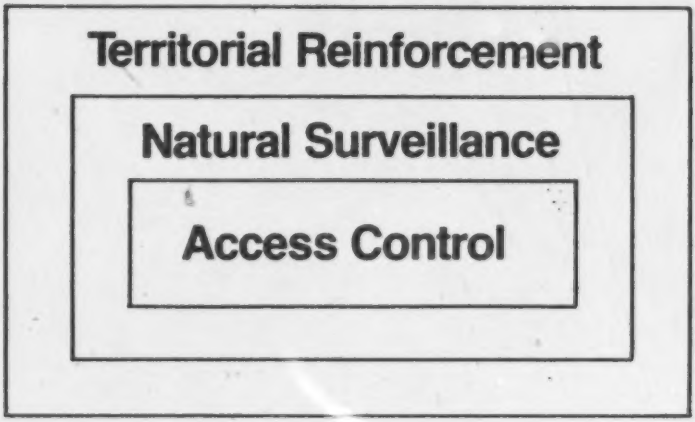
- Channel activity so that more observers are near a potential crime area
- Create improved observation by using transparent barriers

Territorial Reinforcement

Instill territorial attitudes and related protective behavior

1225

Interrelation of Design Strategies



Environment/Behavior Interaction

The relationship between architectural design and human behavior

Four Environment/Behavior Principles Related to Security Design

- Sphere of influence
- Number
- Placement of activities/amenities
- Visual access and functional distance

1230

Course Agenda by Module

Course 6 - Environment

Module 6.3 - Environmental Design Strategies (Advanced Session)

Total Time 1 hour and 15 minutes

Module Summary

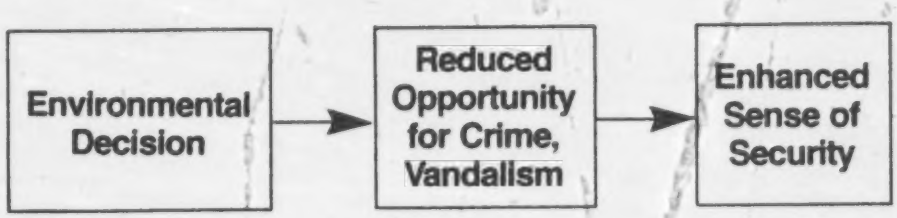
This module provides examples of environmental modifications in schools that are already built. The focus is largely on changes that can be implemented by school people themselves. Some of the strategies require technical assistance from architects and facility planners, but the participants should leave the session feeling that they, too, can articulate and apply the design principles.

Activity/Content Summary	Time
1. Introduction A rationale is presented for using an environmental design approach to prevent or reduce opportunities for violence and vandalism.	5 min.
2. Design Concepts Definitions of five basic design concepts are presented. A. Natural B. Prevention C. Defensible Space D. Territorial Hierarchy E. Transitional Zones	10 min.
3. Design Strategies A. Access Control B. Natural Surveillance C. Territorial Reinforcement	5 min.
4. Environment/Behavior Principles A. Design Principle One - Spheres of Influence B. Design Principle Two - Numbers	10 min.

Activity/Content Summary	Time
C. Design Principle Three - Placement of Activities/Amenities	
D. Design Principle Four - Visual Access and Functional Distance	
5. Slide Show Presentation: Problems and Solutions	35 min.
A. Parking Lots	
B. Bus Loading Zones	
C. Social Gathering Areas and Courtyards	
D. Landscaping	
E. Building Design	
F. Entrances and Entry Ways	
G. Corridors and Stairwells	
6. Conclusion	10 min.
A. Illustration of a Security Conscious Environment	
B. Some More Solutions	
C. Final Comments	

Materials/Equipment	Sequence/Activity Description
Screen	1. Introduction (2 min.)
Overhead Projector	Trainer should make the following introductory point: o Environmental design strategies can prevent acts that are destructive to the physical and social environment as well as prevent acts that engender fear and loss of confidence in security.
Transparency 6.3.1	Show Transparency 6.3.1 and make the points below.

Impact of Environmental Design/Use Decisions



- o In an environmental design approach, the way we design and use school facilities can eliminate or reduce opportunities for crime and vandalism.
- o This approach does not mean hardening the environment--that is, imposing constraints on the use, access, or enjoyment of the school.

Screen	2. Design Concepts: Minilecture Using Transparencies (10 min.)
Overhead Projector	Trainer should make the following points:

Materials/ Equipment	Sequence/Activity Description
	o We need to know how to look at design features in terms of their potential for fostering--or preventing--crime and vandalism in the school environment. o First, let's look at five basic concepts of design. A. NATURAL
Transparency 6.3.2	Show Transparency 6.3.2 and make the points below. **"Natural"** **Achieving control over who uses space and observing what happens as a byproduct of the normal and routine use of that space**
	o This concept emphasizes creating opportunities for natural access control and surveillance. o By designing and planning, we can adapt normal and natural uses of school facilities to accomplish security objectives. B. PREVENTION
Transparency 6.3.3	Show Transparency 6.3.3 and make the points below.

Materials/ Equipment	Sequence/Activity Description

Mechanical Prevention

Obstacles placed in the way of the potential offender to make it more difficult for him

Corrective Prevention

Elimination of motives to commit crimes and destroy property

- The concept of prevention encompasses all strategies to forestall the commission of an offence, but for the environmental design approach it is useful to distinguish between efforts to forestall the development of offender motives and efforts to frustrate offender opportunity.
- Environmental design can be corrective--encouraging the formation of territorial attitudes and behavior that will function to protect the environment and the people in it.

C. DEFENSIBLE SPACE

Transparency 6.3.4

Show Transparency 6.3.4 and make the points below.

Materials/ Equipment	Sequence/Activity Description

Defensible Space

Physical design features can encourage proprietary attitudes and territorial prerogatives which will protect the school and people in it

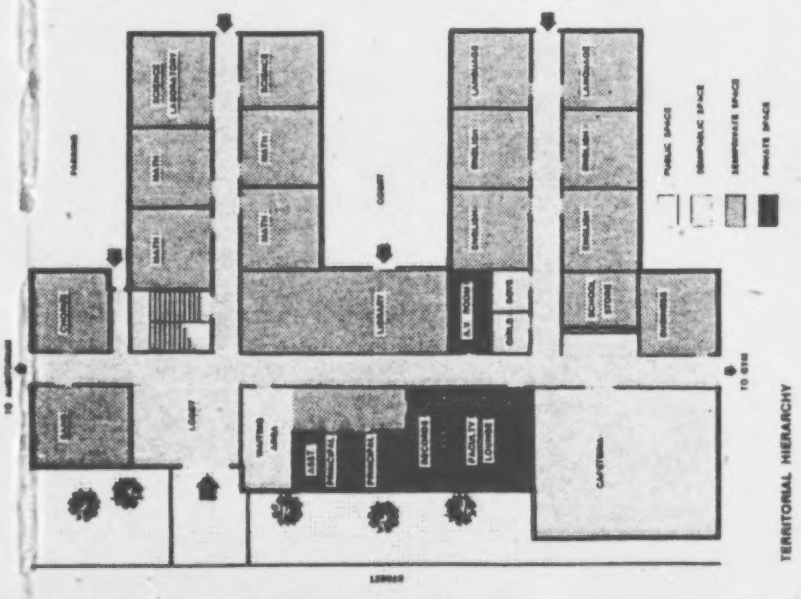
- The concept of defensible space incorporates architectural design into crime prevention.
- Defensible space postulates that in any setting an individual perceives a territorial hierarchy.

D. TERRITORIAL HIERARCHY

Transparency 6.3.5

Show Transparency 6.3.5 and make the points below.

Materials/ Equipment	Sequence/Activity Description



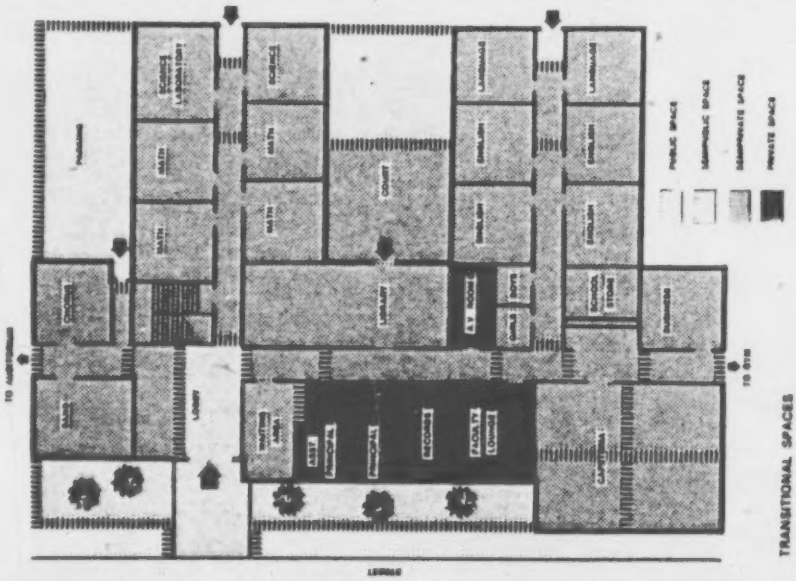
- o As individuals go from their most personal, private spaces to the public street, their responses change accordingly.
- o An individual's personal control diminishes at each outward zone--and so does his or her sense of personal involvement and personal responsibility.

E. TRANSITIONAL ZONES

Transparency 6.3.6

Show Transparency 6.3.6 and make the points below.

Materials/ Equipment	Sequence/Activity Description



- o If our individual territorial hierarchies are supported by transition spaces built into physical design, we feel more confident that undesired intrusion can be controlled and we feel more responsible for the security of the area.
- o Symbolic barriers can mark transition zones as effectively as real barriers.

Screen

Overhead Projector

Transparency 6.3.7

3. Design Strategies: Minilecture Using Transparencies (5 min.)

Trainer should show Transparency 6.3.7 and make the following point:

Materials/ Equipment	Sequence/Activity Description

Design Strategies

- Access control
- Natural surveillance
- Territorial reinforcement

o Three overlapping environmental design strategies are built on the concepts we have just talked about: these are access control, natural surveillance, and territorial reinforcement.

A. Access Control

Transparency 6.3.8

Show Transparency 6.3.8 and make the points below.

Materials/ Equipment	Sequence/Activity Description

Access Control

Create symbolic or real barriers that reinforce the privacy, integrity, or uniqueness of spaces

- Access control strategies, unlike deterrence tactics, do not harden the environment.
- Access control strategies involve symbolic barriers for demarcating areas intended for specific uses by specific groups.

B. Natural Surveillance

Transparency 6.3.9

Show Transparency 6.3.9 and make the points below.

Materials/ Equipment	Sequence/Activity Description

Natural Surveillance

- Channel activity so that more observers are near a potential crime area
- Create improved observation by using transparent barriers

o Natural surveillance can be facilitated by lighting and by appropriately designed and situated amenities which can attract people to gather in easily observed places.

C. Territorial Reinforcement

Transparency 6.3.10

Show Transparency 6.3.10 and make the points below.

Territorial Reinforcement

Instill territorial attitudes and related protective behavior

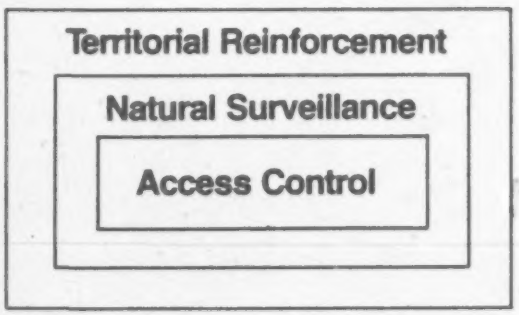
Materials/ Equipment	Sequence/Activity Description

- o A beautification project that promotes school pride and a sense of cohesiveness is an example of territorial reinforcement.

- o Territorial reinforcement is the umbrella principle, embodying natural surveillance principles, which in turn embody access control principles.

Transparency 6.3.11

Show Transparency 6.3.11 and make the points below.



(1) If symbolic barriers are to succeed in controlling access by demarcating specific areas, potential offenders must perceive that unwarranted intrusion will cause territorial responses from those who have a right to be there.

(2) In the same way, natural surveillance increases the likelihood that intrusion will be observed by people who care.

- o If there is no territorial reinforcement, if people observe but don't do anything, then even the most elegant natural surveillance strategies--and access control strategies--are useless.

Screen

Overhead Projector

4. Minilecture Using Transparency: Environment/Behavior Principles (10 min.)

Trainer should make the following points:

Materials/ Equipment	Sequence/Activity Description

- The design strategies we have just been talking about are based on four fundamental principles governing the ways architectural design influences our behavior and the ways we respond to environmental cues.

- The fundamental principles are: sphere of influence, number, placement of activities/amenities, and visual access and functional distance.

A. Design Principle One - Spheres of Influence

Transparency 6.3.12

Show Transparency 6.3.12 and make the following points.

Environment/Behavior Interaction

The relationship between architectural design and human behavior

Four Environment/Behavior Principles Related to Security Design

- Sphere of influence
- Number
- Placement of activities/amenities
- Visual access and functional distance

- The first principle is that in any setting people implicitly define personal boundaries and establish spheres of influence in which they have an interest in regulating intrusion and type of activity.

  - The larger the sphere of influence adopted by an individual or group, the safer the environment.

  - The positioning of buildings and subdivisions of grounds can convey to people that all outdoor areas are within their sphere of influence.

  - Entry paths approaching buildings, parking lots, and play areas should fall into perceived spheres of influence for security.

Materials/ Equipment	Sequence/Activity Description
	B. Design Principle Two - Numbers o The second principle is numbers: the fewer people sharing a space, the stronger is each person's concern about what happens in that space. o An important security consideration, therefore, is how many students share a classroom, and how many classrooms share a corridor, and so on. C. Design Principle Three - Placement of Activities/Amenities o The third principle is the placement of activities and amenities and concerns the location of those activities that serve as natural magnets. - The location of smoking areas and snack bars and other spaces where students gravitate influences the degree to which students will extend their territorial concerns and provide continual surveillance. - The juxtaposition of functional areas influence the number of persons in various parts of the school, which in turn influences security. D. Design Principle Four - Visual Access and Functional Distance o The fourth principle, visual access and functional distance, means that people are more likely to watch over their environment if it is convenient for them to do so--and if they can easily reach the location of an event. - If windows in instructional areas are placed as light sources only and give no visual access, there is little or no natural surveillance. - If windows cannot be opened and entrances are not convenient, teachers are not likely to perceive a need to intervene when minor rule infractions are seen. In fact, if the distance from the point of observation to the location of the event is not functional, teachers may stop looking out the window at all. - Physical design can discourage--or encourage-- teachers from extending their speres of influence.
Screen Slide Projector	5. Slide Show Presentation: Problems and Solutions (35 min.) Trainer makes the following points:

Materials/ Equipment	Sequence/Activity Description
	o Based on the concepts, design strategies, and environment and behavior principles we have just covered, let's look at different locations in the school environment. o Each location has its own problems and solutions. o The examples of specific solutions to meet specific problems to be presented are based on a demonstration program in Broward County, Florida.
	A. Parking Lots (5 min.)
Resource Material 6.2.2	Trainer should refer to Resource Material 6.2.2, Parking Lots, and show S.6.3.1 and S.6.3.2.
S.6.3.1 S.6.3.2	o The problem: School parking lots for cars tend to have several entry points from public streets and are often located some distance from the main facilities. As a result, the public can use these lots freely without detection.
	Show S.6.3.3 and S.6.3.4
S.6.3.3 S.6.3.4	o A solution: At Deerfield Park High School, gates were installed at entrances to provide access control. Natural surveillance was improved by requiring cars to drive through internal spaces near the main facilities before entering the lot. o Another solution: An exchange of parking areas can improve security. At Boyd Anderson High School, the student parking lot was relocated to the fenced enclosure used for driver education. In turn, the driver education area was relocated in the old student lot. Since driver education is always supervised, it does not require a fenced lot; whereas the existing fence adds to the privacy and security of the relocated student lot.
	Show S.6.3.5 through S.6.3.8, Bicycle Lots
S.6.3.5 S.6.3.6	o The problem: Bicycle lots have problems with theft and vandalism, too. Often there are no official bicycle lots, and the areas used are not easily watched.
S.6.3.7 S.6.3.8	o A possible solution: If the area has poor natural surveillance, define the area for bicycles and enclose it with fencing. If natural surveillance is good, an open area can be defined with low hedges or some other symbolic barrier. o Other solutions: These two types of bicycle lots, open and closed, were used differently, depending upon whether

Materials/ Equipment	Sequence/Activity Description
	the student parked his or her bicycle for part or all of the school day. - Part-day students were assigned to the closed lot because, throughout the day, students would be returning to the lot to pick up their bicycles, thereby providing frequent surveillance of an isolated area. - All-day students were assigned to an open area with good natural surveillance. Since it was expected that a bicycle would be parked for a full day, anyone in the lot during the day would, according to the rules, be there illegitimately and might be asked to account for himself or herself.
	Show S.6.2.9 and S.6.2.10 - Parking Lot Borders.
S.6.3.9	o <u>The problem</u>: Attention should be given to how borders of parking lots are physically demarcated. Often grassy areas between the lots and public streets are damaged because drivers take short cuts.
S.6.3.10	o <u>Solution</u>: Landscaped borders can be reinforced with curbs or bollards.
Screen Slide Projector Resource Material 6.2.3 S.6.3.11 S.6.3.12 S.6.3.13 S.6.3.14	B. <u>Bus Loading Zones</u> Trainer should refer to Resource Material 6.2.3, Bus Loading Zones. Show S.6.3.11 through S.6.3.14. o <u>The problem</u>: The location and design of bus loading zones often interfere with the ability of school staff to supervise loading and unloading, create congestion among students, and block pedestrian and vehicular traffic flow. At Boyd Anderson High School, usually 17 buses queued around the student parking lot. Bus loading and unloading occurred at the same time students drove in and out. Show S.6.3.15 and S.6.3.16 o <u>The solution</u>: Establish one loading zone in an easily supervised area, limiting the number of buses to five. Adjacent to this zone was a bus queuing zone where no loading was permitted. This plan made supervision easier.
S.6.3.15 S.6.3.16	o To avoid congestion, a fence was erected between the bus loading area and the student parking lot.

Materials/ Equipment	Sequence/Activity Description
	o An alternative solution: Relocate the loading area so that it is not in the mainstream of traffic. o Other considerations: (1) The bus waiting area should preferably be in full view of windows, and should not be next to such elements as hardware or lights that can be easily removed or broken. (2) If there are planters, both they and the plants inside should be durable enough to withstand climbing or sitting or being used as trash receptacles.
Screen Slide Projector Resource Materials 6.2.4 and 6.2.5 S.6.3.17 S.6.3.18	C. Social Gathering Areas and Courtyards (10 min.) Trainer should refer to Resource Materials 6.2.4 Social Gathering Areas, and 6.2.5, Informal Play Areas. Show S.6.3.17 and S.6.3.18 o One problem: many places used by students for gathering are not designed for such use. Walls, steps, trash containers, and plants are typically used as furniture. Students also select less visually accessible locations to establish territorial "watering holes." o Another problem: There are often niches, or small places with room enough for two or three persons, to one side of an entrance or under a stairwell. o A solution: Eliminate such niches by closing them off with barriers. o A solution: Analyze areas used for informal gatherings and provide fixtures and surface materials that will withstand being used as furniture. (1) Replace fixtures that can be easily taken apart or damaged. (2) Put security screens on nearby windows. (3) Plant trees and shrubs that are pliant and grow quickly. (4) Provide trash containers that cannot be easily turned over and are difficult to start fires in. (5) Treat walls and surfaces so they can be used for graffiti and cleaned later on.

Materials/ Equipment	Sequence/Activity Description
	(6) Use plants that prick and surface materials that are rough to sit on, making such areas more uncomfortable.
	Show S.6.3.19 through S6.3.21.
S.6.3.19 S.6.3.20 S.6.3.21	o Yet another problem: Buildings are sometimes constructed with courtyards or interior open spaces that are not used at all. Even if attempts are made to landscape them, in all cases they are wasted spaces. But if these spaces could be converted into functional areas, the security of surrounding spaces, such as entry areas and corridors, would be enhanced.
	Show S.6.3 22 through S.6.3.30
	o The solution:
S.6.3.22	(1) Miniplazas can be created in areas with natural surveillance from within school and subdivided for specific functions and groups. These spaces, built with attrative quality materials, are isolated from the view of public thoroughfares and discourage use by outsiders.
S.6.3.23 S.6.3.24	(2) In these first sets of examples, the design treatment is fairly simple.
S.6.3.25 S.6.3.26	(3) The furniture can be designed in a variety of ways using durable materials, and landscaping can be more elaborate.
S.6.3.27 S.6.3.28	(4) Strategically located gathering areas can provide natural surveillance for problem spaces.
S.6.3.29	(5) Areas along corridors are less fear inducing--in part because they now fall within the sphere of influence of those using the courtyards.
	(6) Once developed, these spaces were used intensively by students and, as intended, small groups of students define individual turfs.
	(7) Students' attachment to these spaces is facilitated by the natural subdivision of areas within the courtyards and, in several cases, by the students participation in designing, building, and landscaping these courtyards.

Materials/ Equipment	Sequence/Activity Description
	(8) While there has been no vandalism, there is considerable evidence of environmental marking behavior, i.e., attempts through the use of graffiti to establish particular tables for particular groups.
S.6.3.30	(9) Of course, these outdoor areas can also be used for curricular activities during class hours, thereby adding to the surveillance potential. For example, this small circular area in Pontiac, Michigan, is used for instruction and for social gathering, both activities providing natural surveillance for the main entrance.
Screen	D. Landscaping (3 min.)
Slide Projector	Trainer should refer to Resource Material 6.2.6, Walkways and Landscaping.
Resource Material 6.2.6	Trainer makes the following points: o An important part of the courtyard changes is the direct participation of students. o Let's look at some examples of areas in front of school entrances.
	Show S.6.3.31 through S.6.3.35
S.6.3.31 - S.6.3.32	(1) A very important reason for the success of the courtyard is that students directly participated in design decisions and implementation. The fact of their participation strengthened their territorial attachment and desire to protect property.
S.6.3.33	(2) Here is another example at a school in Crockett, Texas. Students were also involved in decorating the corridors and landscaping the grounds. We will talk about the corridors later.
S.6.3.34 S.6.3.35	(3) The grounds already had plantings, but they suffered from abuse with students taking short cuts and, in general, being inconsiderate. After the students assumed responsibility for the use and treatment of these landscaped areas, their appearance improved.
	Show S.6.3.36 and S.6.3.37 o Here is an example of an area next to a stadium.

Materials/ Equipment	Sequence/Activity Description
S.6.3.36	(1) An open area adjacent to the school stadium was selected and redefined in order to channel the flow of traffic to and from the stadium without erecting real barriers.
	(2) The students came up with some creative solutions to discourage intrusion into the newly planted area: they built small, undulating hills to discourage through traffic.
S.6.3.37	(3) In other places, the nature of their treatment was quite elaborate.
Screen	E. Building Design (5 min.)
Slide Projector	Trainer should refer to Background Materials 6.2.7, Exterior Lighting, and 6.2.8, Structure.
Resource Material 6.2.7 and 6.2.8	Trainer should make the following point: o Building exteriors act as barriers, and their orientation influences behavior and security.
	Show S.6.3.38 and S.6.3.39
	o Symbolic barriers can reinforce definition as well as the extent of areas defined by buildings.
	(1) The location of buildings on a site and their orientation to one another can influence offender behavior. The structure can be thought of as a physical barrier defining spheres of influence. Illegitimate activities occur most frequently in spaces perceived by users as public and anonymous in character.
S.6.3.38	(2) An "L" shaped building suggests different spatial uses inside from those outside of the "L." As you can see in this picture of the area outside of the "L" shape, the grounds appear unrelated to the structures, whereas inside the "L," the grounds
S.6.3.39	appear to be part of the building.
	(3) The construction of real and psychological barriers reinforces zones defined by the buildings.
	Show S.6.3.40 and S.6.3.41

Materials/ Equipment	Sequence/Activity Description
S.6.3.40 S.6.3.41	o Ground-to-roof access control is important. Building exteriors can be weak as barriers against intrusion. For example, students may find ground-to-roof access easy because the exterior surface and window fixtures permit footholds. Covered walkways or wall heights less than 12 feet can be scaled with one student boosting another.
	Show S.6.3.42 through S.6.3.46
	o The design and location of windows affects orientation.
	(1) People are more likely to watch their environment if it is convenient for them to do so.
S.6.3.42 S.6.3.43 S.6.3.44 S.6.3.45	(2) Visual access is important to consider in assessing where windows face and whether they are in fact used for surveillance. Too many new schools are built with no windows or with clerestory windows. Instructional spaces, such as classrooms and libraries, are often set up to minimize interest in outside activities.
S.6.3.46	(3) There is concern about the size and number of window panes and vandalism. In the interest of security, architects find themselves in a damned-if-you-don't situation. But the current trend to design windows with vandalism in mind may decrease the security of outdoor areas.
Screen Slide projector Resource Material 6.2.9	F. <u>Entrances and Entry Ways</u> Trainer should refer to Resource Material, 6.2.9, Entrances Show S.6.47 through S.6.3.54
S.6.3.47 S.6.3.48 S.6.3.49	o <u>The problem</u>: Designing and locating entrances to control access so those who wish to use school property for illegitimate purposes cannot do so.
S.6.3.50 S.6.3.51 S.6.3.52	o <u>A solution</u>: Outsiders can be discouraged if they have the impression that someone will detect their presence. If the entrance area is clearly visible from several functional areas, such as departmental offices, libraries, and teacher planning areas, continued surveillance is apparent.
S.6.3.53 S.6.3.54	o <u>Another solution</u>: Creating a student gathering area inside the entrance provides additional natural surveillance and enhances security.

Materials/ Equipment	Sequence/Activity Description
Screen Slide projector Resource Materials 6.2.10, 6.2.11, and 6.2.12 S.6.3.55 S.6.3.56 S.6.3.57 S.6.3.58 S.6.3.59 S.6.3.60 S.6.3.61 S.6.3.62	G. Corridors and Stairwells (10 min.) Trainer should refer to Resource Materials 6.2.10, Corridors and Stairwells; 6.2.11, Classrooms; and 6.2.12, Physical Education Locker Rooms. Show S.6.3.55 through S.6.3.58 o The problem in general: (1) Corridors and stairwells are used by students for activities other than passage. Blind spots and isolated areas provide opportunities for hangout areas. (2) Many corridors, because of their design and location, represent a blurred transition zone so that no one is quite sure who belongs or what activities are legitimate. (3) Many students avoid using certain corridors and stairwells because they fear victimization. In Broward County, a security survey showed that one-fifth of the student population reported never using certain corridors or stairwells because of their concern for personal safety. Show S.6.3.59 o The teacher planning area solution: One design strategy adopted at Boyd Anderson High School was to provide natural surveillance by relocating a teacher planning assignment office in an underused, isolated spot. Show S.6.3.60 through S.6.3.63 o The bottleneck problem: At South Plantation High School there was a congestion problem with the corridor leading to the cafeteria. The corridor contained benches that created obstacles to traffic flow. There were 3,200 students in three lunch shifts. The doors to the cafeteria were small, creating bottlenecks and hampering supervision. o The solution: Congestion was decreased by establishing the dominant use of that space for passage. (1) The benches were removed and more doors were added at one end.

Materials/ Equipment	Sequence/Activity Description
	(2) Graphic designs were put on the wall to visually improve the aesthetic quality of the space and to support the definition of passage and movement.
S.6.3.63	o The classroom window/problem: MacArthur High School had dark, double loaded corridors.
	Show S.6.3.64 through S.6.3.68
S.6.3.64 S.6.3.65 S.6.3.66	o The solution: Windows were installed in the walls between the classrooms and the passage. They were supposed to provide two-way natural surveillance. But the window spaces on the classroom sides were restablished as display surfaces for posters and eliminated natural surveillance in a strict sense. Now, however, additional light and apparent surveillance have enhanced students' sense of security.
S.6.3.67 S.6.3.68	o More solutions: Here are some examples from other schools around the country that have effectively used this idea of windows between classrooms and corridors.
	Show S.6.3.69 through S.6.3.71
S.6.3.69	o The exterior stairwell problem: At Deerfield Beach High School, exterior stairwells were completely enclosed and had blind spots at each landing. Students were afraid to use these stairs. Often the stairwells were closed to access from the ground floor, which reinforced the perception of them as a dangerous zone.
S.6.3.70 S.6.3.71	o A solution: Install windows in the exterior walls so that people on school grounds are able to observe stairwell activities and users will be less afraid because of the apparent surveillance. Although Deerfield Beach High School did not do this, in these next pictures you can see how windows can make stairwells appear safer.
	Show S.6.3.72
S.6.3.72	o The snack bar solution: The location of functions that serve as natural magnets for students, such as snack bars, can influence natural surveillance and the degree to which users will extend their territorial concerns.
	Show S.6.3.73
	o The plants under the stairwell solution:
	(1) Creating storage spaces under stairwells can eliminate blind spots.

Materials/ Equipment	Sequence/Activity Description
S.6.3.73	(2) These are also more solutions for discouraging use of these spaces.
	Show S.6.3.74 through S.6.3.86
	o <u>The classroom theft problem</u>: The security of classrooms is related to the security of corridors. Their location along corridors tends to isolate the individual classrooms, resulting in little natural surveillance.
	o <u>The solution</u>: Very few classroom thefts occurred in classrooms assigned to, and located near, a department office, or one particular teacher at Boyd Anderson High School. Offenders seemed to stay away from these classrooms because of the expanded sphere of influence created by their juxtaposition to offices or teacher assignment planning areas. If space is visually defined as belonging to a controlled zone, it seems safer.
S.6.3.74	o <u>Other solutions for safe passages</u>:
S.6.3.75 S.6.3.76 S.6.3.77	(1) Graphics can define corridor areas.
S.6.3.78 S.6.3.79 S.6.3.80	(2) Redefining semipublic areas shared by classrooms increases the perception of territorial control and extends the apparent sphere of influence of offices, classrooms, libraries, and so forth.
S.6.3.81	(3) A major component of this strategy is to involve students in designing areas.
S.6.3.82 S.6.3.83 S.6.3.84 S.6.3.85 S.6.3.86	(4) Natural surveillance and territorial reinforcement tactics can be combined. These examples of interior windows, carefully planned lighting, study carrels installed in underused corridors, and skylights between floors are from new schools. Each example shows physical design solutions that encourage people to expand their spheres of influence.
	Show S.6.3.87 through S.6.3.90
S.6.3.87	o <u>The locker room problem</u>: Locker rooms and rows create problems in identifying legitimate users.
S.6.3.88 S.6.3.89	o <u>A solution</u>: Graphic treatment increases the security of physical education locker rooms by establishing, through color codes, that specific locker room corners and rows are for easily recognized legitimate users.

Materials/ Equipment	Sequence/Activity Description
	In principle, the color-coding takes from the offender excuses for being in a given space at a given time; and legitimate users have stronger grounds for challenging someone who appears to be in the wrong zone.
S.6.3.90	o Another solution: Lockers can be raised off the floor to increase the observation potential.
	Show S.6.3.91 through S.6.3.96
S.6.3.91 S.6.3.92 S.6.3.93 S.6.3.94 S.6.3.95 S.6.3.96	o More graphics solutions: Graphics are effective in improving the visual appearance of the school, not only for indoor and outdoor walls but also for such places as restrooms. Here is another example of what can be done to an outside wall.
	Show S.6.3.97 through S.6.3.99
S.6.3.97 S.6.3.98 S.6.3.99	o Graphics also provide directional cues to avoid traffic congestion. Here is an example of an open central staircase where traffic problems occurred because it was used by over 3,000 students. These simple arrows significantly reduced the number of injuries that occurred on these steps.
	Show S.6.3.100
	o The problem: Underused semipublic spaces under stairwells are not in influence spheres.
S.6.3.100	o The solution: Security stations can be constructed under the stairwells in the main entrance lobbies. The glass partitions permit good surveillance, and more importantly, the station itself is visible from many points, indicating a large sphere of influence controlled by the surveillant.
	6. Conclusion (10 min.)
	A. Illustration of a Security Conscious Environment
	Trainer ends the module with Cambridge Ridge and Latin High School.
	Shows S.6.3.101 through S.6.3.111
	o As a final illustration of the application of security conscious environmental design, you will see a new school, Cambridge Ridge and Latin. This school has about 1,600 students. It is a merger of a classical and vocational high school. The outdoor traffic

Materials/ Equipment	Sequence/Activity Description
S.6.3.101 S.6.3.102 S.6.3.103 S.6.3.104	flow is regulated by walls, walkways, trees and shrubs, and a glassed-in gallery.
	B. Some More Solutions
S.6.3.105	o The main entrance has a greenhouse built out from the second floor that provides natural surveillance opportunities and is a clever use of space.
S.6.3.106 S.6.3.107	o A window in the headmaster's office looks out on the cafeteria, which does not look at all institutional.
S.6.3.108	o The corridors are bright and imaginatively lighted.
S.6.3.109 S.6.3.111	o There are numerous places for students to gather in semipublic areas.
S.6.3.110	o The generous use of glass opens up the interior to the greenery outside, and supports the appearance of natural surveillance.
	C. Final Comments
	o For physical security planning, there are many design alternatives to target or site hardening.
	o Good environmental design can facilitate desired human behavior and encourage people to protect their schools.
	o Security conscious design need not impose constraints on use, access, or enjoyment.
	o Effective design solutions follow a careful consideration of how the environment is used and what functions it serves.
	o If you are aware of design approaches and the concepts, principles, and strategies on which they are built, many security problems can be creatively solved.
	Trainer should refer to Resources/Bibliography, 6.2.1.

R6.3.1

Synthesis of Research on Environmental Factors Relevant to Crime and Crime Prevention Behaviors

Special Report #1
(Revised)

Inventory of Topic Area Research Studies

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January 22, 1979

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FOREWORD

The following is the first of a series of Special Reports prepared by the staff of the American Institutes for Research as part of the study "Synthesis of Research on Environment Factors Relevant to Crime and Crime Prevention Behaviors." This report has been prepared under Contract J-LEAA-026-78 with the Law Enforcement Assistance Administration (LEAA).

The objectives of this project, as defined by LEAA, include a review and methodological assessment of the empirical studies that investigate the relationship between the physical characteristics of the built environment and crime and crime prevention behaviors. The goals of the project include identifying the strengths and weaknesses of the studies reviewed and the development of a synthesis that summarizes the knowledge in the field.

The first task in the project was to identify and collect a complete inventory of "topic area" studies that were to receive detailed assessment by AIR. This task involved the development of selection criteria, which are discussed in detail in this report. The other tasks of this project will be: (1) to design a classification scheme and classify the topic area studies; (2) to conduct a preliminary assessment of the methodologies used in each study; (3) to prepare a commentary on each study reviewed; (4) to select from the studies reviewed a subset of the studies that appear to be well conceived and methodologically sound and to conduct a detailed assessment of these; (5) to synthesize the entire crime-environment literature and produce a final report documenting the previous work.

Special Report Number 1 summarizes the work completed in the first phase of the project -- selecting and collecting the topic area research reports. This is a revised version of the first report, and incorporates the helpful suggestion of Allan Wallis

and Dr. Richard Rau of the National Institute for Law Enforcement and Criminal Justice and Richard Titus, currently on leave from the National Institute at the University of California at Berkeley.

INTRODUCTION

The major goal of the first phase of this project was to conduct a comprehensive search for empirical studies that investigate hypothesized relationships between physical characteristics of the built environment, crime, and crime prevention behaviors. The relevant literatures surveyed include fields such as architecture, psychology, criminology, sociology, urban planning, and urban geography.

This report includes a discussion of the selection criteria used to determine if a study merits detailed review and assessment by AIR for this project. The studies selected for such review are referred to in this report as "Tier I" studies. In addition to performing methodological assessments of the empirical studies, AIR will produce a state of the art review of the knowledge of the relationship between crime and the physical environment. While this review will draw primarily on the empirical studies reviewed by AIR, it will also incorporate concepts, theories, and knowledge found in other, non-empirical works. Therefore, the bibliography presented in this report includes studes that will not receive careful review on methodological grounds, but that may be relied upon in the final task -- the state of the art review. These studies are referred to as "Tier II" and "Tier III" studies.

In addition to discussing the selection criteria, this report outlines the approaches used to search the literature. Finally, this report includes two appendices. Appendix I is the bibliography of topic area ("Tier I") and related studies. Appendix II includes the names of persons successfully contacted as part of the literature search. Each of the appendices has addenda. Addendum B of the bibliography includes studies that have come

to the attention of AIR since the submission of the first draft report in December 1978. Addendum A of the phone list includes the names and affiliations of persons who have been contacted since that time.

Selection Criteria for Topic Area Studies

The key criterion used in selecting topic area studies for subsequent review ("Tier I" studies) was whether a study was an *empirical investigation* of the relationship between the *physical characteristics* of the built environment and crime or crime prevention behaviors. Studies exclusively investigating the relationship between the *social environment* and crime-related behaviors were therefore excluded from a Tier I classification.

Further, it was decided that all studies selected for further evaluation must investigate the *effect of the physical environment on human behavior or human perceptions* (i.e., fear of crime). This would include investigations of such physical elements as lighting, locks, landscaping, or alarm systems, and their effect on actual or potential offenders, victims, or bystanders. Target hardening studies focusing on the types of force, weapons, or techniques necessary to defeat a particular type of lock, window, door, or alarm system were considered inappropriate for further review.

Target studies selected include a variety of empirical research methodologies. Most of the studies employ quantitative analytic methods (e.g., analysis of variance, correlation, multiple regression techniques, etc.). In addition, non-quantitative studies that used mapping techniques were included among the "Tier I" studies.

Another criterion used in selecting studies for future review was the *type of environment* analyzed. The various bibliographic searches included studies of residential areas, shopping districts, recreational areas, schools and school grounds, public buildings, transportation facilities, and other urban and rural environments. Types of environment excluded from further consideration were those with idiosyn-

cratic characteristics and overriding security needs: i.e., prisons, mental hospitals, army bases, and other "total" institutions, nuclear test sites, banks, and other such environments with unique security requirements and physical characteristics.

A final criterion used in selection of "Tier I" studies was the *type of crime* analyzed. Included are studies that focus on crimes against property (e.g., burglary, vandalism, and shoplifting), and crimes against persons (e.g., murder, assault, rape, robbery, and purse snatching). White collar crime was excluded.

After applying these criteria to a broad range of crime-environment studies, two major types of empirical studies have emerged. The first type investigates how the physical environment directly intervenes between the offender and potential target or victim. Studies that investigate the deterrent effects of target hardening fit into this category. The other group includes those that investigate the manner in which physical characteristics of the built environment serve as a moderating element indirectly affecting the actual or potential offender or victim. Studies that investigate the relationship between surveillance and crime-related behavior fit into this category, because they purport to investigate the offender's perceived sense of risk or the potential victim's perception of control. The majority of studies selected for future consideration treat physical characteristics as moderating elements rather than as elements that directly intervene between the offender and potential victim.

The "Tier I" studies, as defined above, represent a subset of the crime-environment literature. These studies are noted in the bibliography with an asterisk preceding the author of the article, paper, or book. They will receive careful scrutiny.

Tier II and Tier III Studies

In addition, the crime-environment literature is composed of a wide variety of theory papers, non-empirical research efforts, planning documents, "security analysis" studies, and other efforts that are intrinsically related to the subset of empirical studies defined above. In Phase Six of our study, AIR will write a synthesis of the entire crime-physical environment literature. For that phase, we will draw on theory papers and other related literature in addition to those empirical research efforts that have been selected for detailed assessment.

These studies (included in the bibliography without an asterisk) fall into two general classes. One group, which we refer to as "Tier II" studies, included empirical studies investigating crime-social environment relationships. These studies do not address the physical environment to a sufficient extent to warrant inclusion in the core literature. Studies in this group include empirical studies generally found under such headings as "man-environment relations," and "social-psychological and social relations" and cover such topics as citizen participation, crowding, sense of community, etc., and their effects on crime-related behaviors.

The final group of studies, "Tier III" studies, consists of theoretical or non-empirical works on the crime-physical environment relationship. These studies include the theoretical works and planning documents of Jacobs, Wood, Gardiner, Newman, Brill, and others, and are an important source of the concepts and theories underlying the empirical research in this field.

Thus, the bibliography in Appendix I contains both topic area and supportive studies. AIR will classify the studies, assess the methodologies, and write commentaries on topic area

("Tier I") studies in subsequent reports. These, in combination with "Tier II" and "Tier III" studies, will serve as the basis for the development of the final state of the art report.

Every effort has been made to provide a comprehensive list of "Tier I" studies for this report. We fully expect that in the course of our study a few additional studies will come to our attention that meet the criteria of "Tier I." These studies will be given full review and assessment, regardless of when during the project they come to our attention. In contrast, the listing of "Tier II" and "Tier III" studies is not to be considered comprehensive, but only illustrative of the population of related studies.

Approaches Used in Literature Search

Empirical crime-environmental studies arise from numerous disciplines, including architecture, psychology, criminology, sociology, and urban planning. In addition to the many published studies, there exists a substantial amount of unpublished material that deserves careful review. In order to develop a comprehensive list of topic area studies, a variety of approaches were used in our literature search.

One primary search method included the use of a variety of computer and manual searches of relevant journals, indices, bibliographies, conferences proceedings, etc. As books and articles were collected, each of their bibliographies were searched for further references. Any reference that suggested that it might meet the "Tier I" criteria was then collected.

The second method used to identify "Tier I" studies included a telephone survey of approximately 130 of the leading researchers and federal, state, and local officials with experience in the crime-environment area. We originally called a list of 50 to 60 persons whose writings, attendance at conferences, and other past achievements and efforts made them obvious choices for contact. During each phone interview, we described the scope of our study and asked our contact if he or she had conducted research in this area. In addition, we asked the person to nominate other studies for inclusion and to suggest names of other individuals to contact. This process led to the development of a substantial list of key persons who were successfully interviewed between November 1978 and January 1979.

Below, we list the library and computer searches, bibliographies, indices, journals, conference proceedings, and other sources searched by AIR. The list of phone contacts is included in Appendix II.

Library and Computer Searches

In conducting the computer and manual searches, we focused on titles that dealt with:

- Crime/Environment Factors
- Environmental Design
- Architectural Design for Crime Prevention
- Defensible Space
- Territoriality and Crime Prevention
- Transportation Patterns and Crime
- Spatial Configuration of Criminal Victimization
- Target Hardening.

The computer-assisted searches undertaken included:

- National Criminal Justice Reference Services
- PROFILE/LEAA
- National Technical Information Service
- Smithsonian Social Science Information Exchange
- Datrix-University Microfilms (Dissertation Abstracts)
- National Institutes for Mental Health
- Department of Housing and Urban Development

Bibliographies

The manual searches were conducted using the following bibliographies, indices, journals, and conference proceedings as starting places:

- American Institutes for Research -- "Crime and Public Housing," October 1978. Annotated Bibliography.
- Northwestern University -- "Reactions to Crime Project: An annotated bibliography." July 1976.
- Rand Corporation -- "Designing Safe Environments," May 1978.
- U. S. Department of Housing and Urban Development -- Defensible Space and Security: A partially annotated bibliography." November 1976

- Westinghouse National Issues Center--CPTED Project 1977. Annotated Bibliography.
- Whyte, A. B. "Physical Design and Urban Crime: A selected bibliography." November 1976.

Indices

- Avery Index to Architectural Periodicals
- Art Index
- Psychological Abstracts
- Sociological Abstracts

Journals

- American Behavioral Scientist
- American Institute of Architects Journal
- Criminologica
- Criminology
- Design and Environment
- Ekistics
- Environment and Behavior
- Journal of Criminal Justice
- Journal of Criminal Law, Criminology and Police Science
- Journal of Housing
- Journal of Research in Crime and Delinquency
- Journal of the American Institute of Planners
- Urban Design
- Urban Studies

Conference Proceedings

- American Criminological Society
- American Sociological Association
- American Psychological Association
- Environmental Design Research Association

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Summary

The methods used in the literature search yielded a broad range of published and unpublished studies investigating the crime-environment relationship. At present, almost all of the "Tier I" studies have been collected by AIR. These studies that have been collected are marked with a "+" in the margin of the bibliography. The remaining studies are presently on order and expected to be in-house shortly.

We present a list of all studies identified as "Tier I," "Tier II," or "Tier III" in Appendix I -- the bibliography attached to this report. The original bibliography and Addendum A include those studies listed in the original draft of Special Report Number 1, delivered to LEAA on 22 December 1978. Addendum B lists the additional studies identified since the submission of our first report.

The phone contacts are listed in Appendix II. The first list of phone contacts includes the names of those persons listed in the original draft, while the supplemental list, Addendum A, lists the additional phone contacts made since the submission of our first report.

As we have stated earlier, though we have made every reasonable effort to be thorough, there are two types of additions that may be made to our list of topic area studies during the course of the project. First, some studies may be in their preliminary stages and will not become known to us until they have progressed further. Second, it is possible that some studies conducted in foreign countries or in local areas of the U.S. may have escaped our attention. We will make reasonable efforts, through every phase of the study, to ensure that we stay current with topic area research projects and pursue any title that appears to merit inclusion in "Tier I."

Appendix 1

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Appendix II

The following persons and institutions were contacted by telephone in order to locate new or unpublished material on crime and the built environment, not previously generated by manual or computerized reference lists.

PERSON CALLED	NON-FEDERAL AGENCIES PLACE/INSTITUTION
Archibald Allen	Temple University
Irwin Altman	University of Utah
Tribid Banergee	University of S. California
Mike Barker	American Institutes of Architecture
James Baxter	University of Houston
Leonard Bickman	Westinghouse
Richard Block	University of Chicago Department of Sociology
Paul Brantingham	Simon Fraser University British Columbia
Sidney Brower	Baltimore City Planning Office
D. K. Brown	Office of the Sheriff Jacksonville, Florida
James Bull	Western Behavioral Sciences Institute
Tom Byerts	University of Chicago
D. L. Capone	University of Miami
Ronald Carter	University of Houston
Eleanor Chelimsky	MITRE Corporation
Phillip Clay	Lower Roxbury Community Center

PERSON CALLED	PLACE/INSTITUTION
Scott Danford	University of Buffalo
Habib Data	Ohio University
Barbara Dietrick	Bureau of Social Sciences Research
Dennis Dingemans	University of California
Fred Dubow	Northwestern University
Peter Engstad	Ministry of the Solicitor General
John Evans	Ministry of the Solicitor General
Floyd Feeney	Center for the Administration of Criminal Justice University of California, Davis
Floyd Fowler	Center for Survey Research
Karen Franck	Institute for Community Design Analysis
Douglas Frisbee	Minnesota Community Crime Prevention Center
Mel Gray	Crime Control Planning Board, St. Paul
Meg Gwaltney	Rand Corporation
D. Hailey	Arthur Young & Company
Lewis Hanes	Formerly of Westinghouse
Steven Hughes	Library of Congress
Al Hunter	Northwestern University Department of Sociology
Ben Issacson, et al.	Environmental Planning/ Research
Dr. Jakowski	Florida State University

PERSON CALLED	PLACE/INSTITUTION
C. Ray Jeffrey	Florida State University
Don Kane	Director, Chicago Economic Development Committee
Janet Kegg	American Association for the Advancement of Science
Imre Kohn	Westinghouse
Kathleen Korbelik	Department of Community Planning, Chicago
George Kreps	Agricultural Technical Institute
Fred Kringold	National Science Foundation
Paul Lavrakias	Northwestern University
Powell Lawton	Philadelphia Geriatic Center
Dr. Lessey	Ministry of the Soliciter General, Canada
Richard Locasso	Formerly of Westinghouse
Mary Helen Lorenze	Skidmore, Owens & Merrill, Boston
Harold Malt	Harold Lewis Malt Associates
Dennis McCarthy	CUNY School of Environmental Psychology
Sally Engel Merry	Department of Anthropology Wellsley
Michael Mertha	Association for the Study of Man - Environment Relations
Thomas Molumby	St..Embrose Davenport, Iowa
Mike Moskoff	Wisconsin State Planning Agency
Fred Moyer	University of Illinois Department of Archeology

PERSON CALLED	PLACE/INSTITUTION
Gerhardt Mueller's Office (Bill Bunnham)	Crime Prevention & Criminal Justice Branch, United Nations
Oscar Newman	Institute for Community Design Analysis
W. Nichols	North Carolina State
Thomas Nutt-Powell	School of Urban Design Massachussetts Institute of Technology
Larry O'Krent	Skidmore, Owens & Merrill Chicago
Ed Ostrander	Cornell University
Pavel Pablent	University of Houston
John Palen	University of Wisconsin
Lynne Palkovitz	Westinghouse
A. H. Patterson	Penn State University
Don Perlgut	University of California Berkeley
George Phelan	Southeastern Massachusetts Criminal Justice Agency
Howard Phillips	Ohio State
Phillip Phillips	Kentucky University
Gerald Pyle	University of Akron
Amos Rapoport	Temple University
Albert Reiss	Yale University
Thomas Reppetto	John Jay College
Ann Riordan	Smithsonian
Mario Rizzo	NYU, Economic Department

PERSON CALLED	PLACE/INSTITUTION
Susan Saegert	CUNY, Department of Environmental Psycnology
Andrew Seidel	University of Buffalo
Sol Shuster	Ministry of Solicitor General, Canada
David Smith	CUNY, Buffalo Geography Department
Jeff Sobel	Ghettysburg College
Robert Sockwell	AIA Research Corporation
P.A. Stanely	ARA Consultants, Canada
Don Stokols	University of California Urvine
Ralph Taylor	John Hopkins University
Richard Taub	Department of Sociology University of Chicago
James Tien	Rensselaer Polytechnical
Richard Titus	University of California Berkley
Jack Utano	University of Akron
Clifford Van Meter	University of Western Illinois
Jean Warholic	Cornell, Urban and Regional Studies
Jay Williams	Research Triangle Institute
Gary Winkel	CUNY, Environmental Psychology Department
Robert Woodson	American Enterprise Institute
Robert Yin	American Institutes for Research

PERSON CALLED	FEDERAL AGENCIES PLACE/INSTITUTION
Francis Bentae	National Bureau of Standards
Richard Burk	HUD
David Celleste	LEAA (NCJRS)
Phil Cotton	LEAA (Profile)
Lynn Curtis	HUD
Skip Duncan	LEAA (NCJRS)
Tom Lalley	NIMH, Center for Crime & Delinquency
Peggy Lentz	HUD
Winfield Reed	NILECJ
Robert Shipley	Department of Defense
Jerry Wahell	Department of Transportation
Richard Wakefield	NIMH, Metro Center

ADDENDUM II-A

Phone Contacts

Al Baugher	Department of Development and Planning Chicago, Illinois
Walter Bogan	Office of Environmental Education Department of HEW
Paul Bohannon	Western Behavioral Sciences La Jolla, California
Barbara Bomar	National Crime Prevention Institute Louisville, Kentucky
James Brandes	Human Resources Division Alamo Area Council of Governments San Antonio, Texas
Fred Campbell	University of Washington Department of Criminology Seattle, Washington
John Conklin	Tufts University Department of Sociology Boston, Massachussetts
Pierce Eichelberger	Department of Planning and Community Development Miami, Florida
Dr. Feeney	University of California (Davis) Center for the Administration of Criminal Justice
Carl Evans	Criminal Justice Planning Office Alamo Area Council of Governments San Antonio, Texas
Edward Goldsmith	Minneapolis Housing and Redevelopment Authority
Fred First	Department of City Planning New York, New York
James Frank	Brentwood, California Police Department

William Greenberg	Department of Planning and Development Trenton, New Jersey
William Hofstrom	Denver Anti-Crime Council Denver, Colorado
Peter Hart	Urban Design Group Department of City Planning New York, New York
Donald Ingram	Downtown Development Authority Jacksonville, Florida
John Jones	Denver Anti-Crime Council Denver, Colorado
Kathleen Korbelik	Department of Development and Planning Chicago, Illinois
Peter Kartye	Research Triangle Institute North Carolina
Jon Lang	University of Pennsylvania Department of Criminology
Paul Newhouse	St. Louis, Missouri Commission on Crime and Law Enforcement
Maria Padraho	Dade County Criminal Justice Planning Group Miami, Florida
George Rand	University of Southern California
Roger Rager	Fremont, CA Police Department Director, Community Relations Department
Richard Rau	National Institute for Law Enforcement and Criminal Justice
Lawrence Severy	University of Florida at Gainesville Department of Psychology

Jeff Schrink	Indiana State University Department of Criminology
Dr. Shye	Kentucky State University Department of Criminology
Dr. James Taylor	National Clearinhouse on Criminal Justice, Planning and Architecture Champaign, Illinois
Lt. Taylor	THOR Project Atlanta, Georgia
David Ward	University of Minnesota Criminal Justice Studies Minneapolis, Minnesota
Joe Weiss	Washington State University Institute for Crime and Delinquency Seattle, Washington
Bill Windham	S.W. Texas State University Department of Architecture

Course 6

Environment

ACKNOWLEDGEMENTS

This course was developed and written by Dr. Imre Kohn. The slide presentation was written by Ms. Jean Chen, with production coordination by Mr. Gerardo Martinez. Our thanks to the Educational Facilities Laboratories in New York and their publisher the American Association of School Administrators for permission to use materials from John Zeisel's Stopping School Property Damage in developing the design problem and analytic procedures.

Course Overview

Course 7 - The Community as a Problem Solving Resource

Purpose

The link between violence and vandalism in the schools and socioeconomic problems in the community is clear; what is not often as clear is the fact that the schools have possibilities for using the community as a problem-solving resource. This course will help participants find new channels for support of school programs and projects in their communities and provide techniques for gathering such support. Innovative approaches to interagency cooperation will also be examined.

Instructional Objectives

1. To focus participants on the role of the community as a resource--to examine the school's role as part of the community.

2. To present community involvement programs in the schools as effective approaches to reducing and preventing problem behaviors in the school.

3. To build participants' awareness of the benefits and obstacles in using parents and other volunteers in community involvement projects.

4. To present participants with ways to proceed in dealing with agencies, organizations, and businesses to gather support.

5. To introduce participants to the benefits of cooperation with the Juvenile Justice system and provide examples of effective interagency coordination efforts between school and justice agencies.

Target Audiences

This course is appropriate for a broad mix of participants--teachers, administrators, students, parents, and community members. The material presented focuses on what a school can do to start community involvement programs, and also provides valuable information for community members working with schools to set up youth-serving programs. Specific modules may be of greater interest to one or another subset of the total group, depending on interest and need.

Course 7 - The Community as a Problem-Solving Resource

Module

Audiovisuals

SOLUTIONS TO VANDALISM

This film, intended for use by educators, police community relations departments, and civic organizations, shows what several communities across the country have done about the problem of vandalism. The film depicts how six different communities have confronted willful destruction and violence in their areas. Local leaders have taken the initiative in each of the communities and found solutions to vandalism -- in large cities like Pittsburgh, Pennsylvania, where school children are involved in vandalism patrols; in Seattle, Washington, where a student vandalism committee conducts hearings on cases of vandalism; and in Los Angeles, California, where a school principal involved parents and teachers in an antivandalism campaign. In smaller urban areas, such as Billings, Montana, students were given a chance to work in the cafeteria, office, and library in order to instill in them a sense of responsibility. The suburban area of Wauwatosa, Wisconsin, conducted a vandalism awareness program, where older students talked to the younger students about vandalism. In Berrien County, Michigan, a peer group counseling program is used to counteract vandalism. These programs have yielded definite cost savings as well as less tangible but perhaps even more significant results, such as diverting youth from destructive pursuits toward productive activity. Possibly the most important aspect of these programs is the fact that the solutions were not handed down from Washington or state capitols, but were developed in the affected communities by local people themselves. Rural, urban, and suburban communities have each been able to devise innovative programs to solve their own vandalism problems. The film is intended to spark enthusiasm for community programs to fight vandalism.

Color Film, 16mm, 8mm, and Videocassette, 35 minutes
Purchase: $400
Rental Fee: $40
Distributor: Mary Hanson
Perrennial Education, Inc.
477 Roger Williams
P.O. Box 855 Ravinia
Highland Park, IL 60035
Telephone: (312) 433-1610

Previewed by NSRN staff.

BRIEFING FOR PARENTS, VOLUMES I AND II

The materials are intended to assist school personnel in communicating with parents. The readings and audio-visual experiences provide motivation, encouragement, reasons and ideas on how parents can support their children's growth and learning.
Describer critique: The individual materials are well planned and designed to collectively produce an informative and helpful guide on effective ways of caregiving. In simple language, devoid of jargon, the developers have distilled key themes from research-drawn knowledge. Intended for inservice and preservice for teachers, parents, and administrators who are interested in bringing the home, school, and community closer together. All grade levels.

Multimedia
Purchase: $88.86
Distributor: National Education Association
Order Department
The Academic Building
Saw Mill Road
West Haven, CT 06516

Not previewed by NSRN staff.

THE PARENT CRUNCH
(Number 1 in the 5-part series: THE HEART OF TEACHING)

Communication problems between parents and teachers are highlighted.
Describer critique: This well-written and performed drama successfully draws in the viewer to the complexities and tensions of misunderstandings between teacher and parent. Offering no simple pat solutions, the film asks the viewer to reach his own conclusions.
Intended for inservice teachers needing to understand themselves and their emotional responses to the daily experiences of their professional lives. All grade levels.

Film, 16 mm, and Videocassette
Purchase: $250 (16mm film)
Purchase: $175 (videocassette)
Distributor: Agency For Instructional Television
1111 W. 17th Street
Bloomington, IN 47401

Previewed by NSRN staff.

ASK ME DON'T TELL ME

Shows white, black, oriental, and Spanish-speaking teenage gangs working as volunteers in the youth for service organization in San Francisco.

Mosk, then Attorney General of California, comments on the need for society to give juvenile delinquents a feeling of worth.

B&W Film, 22 minutes, 1960
Distributor: University of California
Berkeley, CA

Not previewed by NSRN staff.

A SENSE OF COMMUNITY

Community education programs and processes are described and an overview of community services is provided. Citizen cooperation is covered, including the community council. Emphasis is placed on the impact of programs and processes on the lives of community members. The story is presented through statements by community members speaking about their own experiences. A discussion guide is also provided.

Color Film, 28 minutes
Purchase: $210
Rental Available
Publisher/Producer: Charles Stewart Mott Foundation
Distributor: National Community Education Association
1017 Avon Street
Flint, MI 48503
Telephone: (313) 238-0463

Previewed by NSRN staff.

PLAY IT COOL

This film presents different ways of handling typical situations which a police officer may face daily, e.g., approaching a group of teen-agers, stopping a car, etc. Particularly useful for a police training program or school liaison program.

Color Film, 20 minutes, 1972
Rental Fee: $16.00
Distributor: Correctional Service of Minnesota
1427 Washington Avenue South
Minneapolis, MN 55454
Toll Free#: (800) 328-4737
Minnesota residents call
collect: (612) 339-7227

Not previewed by NSRN staff.

THE BLACKBOARD JUMBLE

Sergeant Bruce Fynan, a detective with the Los Angeles County Sheriff's Department, tells of his experience with learning-disabled students as he drives to a high school. There he arrests a youth, advises him of his rights, and takes him into custody.

Gabriel Kaplan -- as himself, not the "Mr. Kotter" of TV fame -- defines learning disabilities and concludes, "For a kid with a learning disability, school can be a nightmare of failure -- a 'Blackboard Jumble'."

From Sergeant Fynan we learn that he has had training within the Department for recognizing learning disabilities.

Kaplan points out that the key to rehabilitating the learning-disabled youth is to give him the special education he needs.

Judge David Kenyon of the Juvenile Justice Center serving the Watts District tells how they approach the problem of evaluating and meeting the individual needs of each person. They have an Intake Assessment Panel that includes representatives from Los Angeles Police Department and the Los Angeles City School District. A social worker from the Department of Community Development later does follow-up on the diverted cases. Result: an 88% success rate. We see the panel at work in the re-creation of a case.

Judge Kenyon concludes: "There are many youngsters with learning disability who never get in trouble with the law. But there are so many with learning disability who do get in trouble -- if we could identify them early and work on the problem earlier, I'm sure -- I'm just sure -- that it will have a definite impact on the crime rate."

Kaplan states that both delinquency and learning disability occur many times more frequently among boys than among girls. He then introduces the Scott-Scudder Reception Center in Saugus, an intake and diagnostic facility for delinquent boys operated by the Los Angeles Probation Department.

Larry Springer, a teacher, and Roberta Savage, a Special Education teacher there, tell about the tests used to diagnose the learning and behavioral problems. They are especially interested in discovering the individual's preferred modes of learning -- a key to remediation.

Individual assessment follows the student to his temporary and more permanent classrooms. At Scott-Scudder the students use the "All Win Reading Program". This, or other systems which are self-pacing and give immediate feedback of correct answers are recommended. Relevance is a key to success in all subjects studied.

In six months the students gain about three grade levels in reading.

THE BLACKBOARD JUMBLE (Continued)

Kaplan gives a check-list of clues to learning disabilities which come in clusters in most cases:

- Short attention span
- Difficulty following oral instructions
- Trouble saying a word until someone says it first
- Disorganized
- Clumsy
- Overactive
- Underactive
- Poor reader
- Poor eye-hand coordination
- Quick temper
- Overimpulsive

He concludes with a review of the student's rights to individual education.

Color Film, 23 minutes
Purchase: $360
Rental Fee: $40 per week
Distributor: Lawren Productions, Inc.
P.O. Box 666
Mendocino, CA 95460
Telephone: (707) 937-0536

Previewed by NSRN staff.

YOUTH AND THE LAW

Shows police working with juvenile offenders but also with mental health and welfare specialists as well as other community groups to guide youthful energies into constructive channels and to prevent delinquency.

B/W Film, 36 minutes, 1963
Purchase: $285
Rental Fee: $18.00
Distributor: International Film Bureau, Inc.
332 South Michigan Avenue
Chicago, IL 60604
Telephone: (312) 427-4545

Previewed by NSRN staff.

UNDER THE LAW

A new concept in legal education programming...Two hard-hitting film series let youngsters see, feel and participate in real-life crime situations to understand the consequences of committing a crime. They see different sides of the law...through the eyes of defendant, victim, bystander police officer, prosecutor and judge...to learn how the legal process serves justice, protects society.

An exciting stop-action teaching technique freezes the film at crucial points and asks students: WHAT WOULD YOU DO? This makes them feel, think and discuss their reactions. Then the film illustrates how the law administers justice based on the legal and human circumstances of each case.

Discussion leaders' guides for both series motivate classroom discussion at freeze-film segments, explain legal points in clear, simple language, and suggest related learning activities.

UNDER THE LAW was made possible through a Discretionary Grant from the Law Enforcement Assistance Administration (U.S. Dept. of Justice). National Education Institute coordinated the film series and served as funding co-sponsor. The National District Attorneys Association served as legal resource for the series.

VANDALS
(UNDER THE LAW, SERIES II)

Demonstrates the senseless, self-defeating act of vandalism...and how convicted juveniles can use probation as a positive experience. Teenagers Ken and Mindy vent their frustration and anger by vandalizing their school. A Juvenile Court Referee orders them to undergo psychiatric examinations, then places them on probation -- Mindy working with blind children, Ken helping a clean-up crew. Each youngster takes a different view of probation. WHAT WOULD YOU DO if your friend wanted to smash windows? HOW WOULD YOU DECIDE as referee to deal with Ken and Mindy?

Color Film, 17 minutes
Purchase: $275
Distributor: Walt Disney Educational Media Co.
500 South Buena Vista Street
Burbank, CA 91521
Telephone: (213) 841-2000
Toll Free: (800) 423-2555

Previewed by NSRN staff.

JUVENILE JUSTICE: WHY CAN'T I GO HOME NOW?

JUVENILE JUSTICE: WHY CAN'T I GO HOME NOW is an excellent way to open discussions of the many complex segments of the Juvenile Justice System with community groups, with juveniles themselves, and with the members of your staff.

The film explores the philosophy and purpose of a modern and progressive juvenile court system. The relationships and roles of the various members of the system are examined. Filmed on location in the San Diego County Juvenile Court and Juvenile Detention Facility, the film follows a juvenile girl from her arrest through the ultimate disposition of her case.

Color Film, 28 minutes
Rental Fee: $25
Producer: Harper and Row
Distributor: Correctional Service of Minnesota
1427 Washington Avenue South
Minneapolis, MN 55454
Toll Free #: (800) 328-4737
Minnesota residents call
collect: (612) 339-7227

Not previewed by NSRN staff.

HOPE FOR KIDS: INNOVATIONS IN JUVENILE JUSTICE

This new film looks at several of the innovative community programs which are being developed to keep kids out of the juvenile justice system, and thus out of juvenile prisons. It explores the successes and failures of such programs as group homes, half-way houses, youth service bureaus, school youth development projects, as well as school-within-a-school programs. Narrated by Phil Jones, CBS Correspondent, this film gives insight as well as inspiration for community corrections programs.

Color Film, 29 minutes, 1974
Purchase: $350
Rental Fee: $22
Producer: Correctional Service of Minnesota
Distributor: Correctional Service of Minnesota
1427 Washington Avenue South
Minneapolis, MN 55454
Toll Free #: (800) 328-4737
Minnesota residents call
collect: (612) 339-7227

Not previewed by NSRN staff.

CHILDREN IN TROUBLE: A NATIONAL SCANDAL

A documentary film which shows the dehumanizing effect of the juvenile justice system.

Film, 28 minutes, 1974
Purchase: $260
Distributor: Film-Makers, Inc.
400 N. MIchigan Avenue
Chicago, IL 60611
Telephone: (312) 644-7444

Not previewed by NSRN staff.

Course Agenda by Module

Course 7 - The Community as a Problem-Solving Resource

Module 7.1 and 7.2 - School-Community Links (Combined Session)

Total Time 1¼ hours

Module Summary

This combined session (a condensation of Modules 7.1 and 7.2) introduces the concepts of the school as community, of the school as part of the larger community, and of networking and linking mechanisms to bridge the two in attempts to prevent and reduce violence and vandalism. Community involvement in the school, community schools, and interagency cooperation are presented as strategies to promote positive linkage.

Activity/Content Summary	Time
1. Introduction and Course Overview	10-15 min.
A. The Concept of Community A sense of community can exist within a group, a school, or within the area a school serves.	
B. Binding Mechanisms--Linkage and Networks Linkage-building and networking extend any community's ability to function and serve.	
C. The Need for Community Outreach and Support Schools are part of a greater community, which influences not only the problems schools face but the solutions they can attempt.	
2. Involving the Community: Programs That Have Reduced School Violence and Vandalism Participants and trainer share examples of programs that involve various sectors of the community in helping solve school problems.	30 min.
3. The Community Schools Concept	15 min.
A. Description of the Community Education Approach	
B. Designing a Community Education Program--A Building Block Model	
4. Interagency Cooperation: The Yerba Buena Approach to School-Based Service Delivery	15-20 min.

Activity/Content Summary	Time
5. Techniques for Promoting Community Involvement There is a clear distinction between obtaining community awareness of a problem and of building active involvement of people and organizations in a project. Participants explore and discuss techniques for encouraging increased community participation in a resource-sharing network.	15-20 min.

Course 7 - The Community as a Problem Solving Resource

Module 7.1 - Role of the Community

Module Synopsis

Purpose

This module provides participants with an introduction to the relationship between school violence and vandalism and its root causes that lie within the community. It presents the community education concept as a prevention approach that has shown long-term promise of reducing problem behaviors in schools thoughout the country. The content and activities acquaint participants with a range of possibilities for developing school-community links. Participants also learn about examples of programs that have worked and are introduced to a model for developing a program in their local communities.

Objectives

Participants will be able to--

1. Describe the relationship between community socioeconomic problems and violence and vandalism in schools.
2. Describe the evolution of school isolation from the community.
3. Differentiate between strategies that only control or contain the problem and those that address the underlying causes.
4. Name some major components of the community that can assist the school in violence and vandalism prevention.
5. List four fundamental ideas on which the community school concept is based.
6. Describe the building block model for developing a comprehensive community education program.

Target Audiences/Breakouts

This is a core module targeted at the preoperational and operational levels. It is, therefore, appropriate for a broad mix of participants. There is a small group activity which is suitable for people with varied backgrounds; however, a good working knowledge of school administration is required for an optional group activity, the results of which can be shared with and will be meaningful to the entire group.

Module Synopsis (continued)

Course 7 - The Community as a Problem Solving Resource

Module 7.1 - Role of the Community

Media/Equipment

Overhead projector
Flip charts
Felt-tipped marking pens
Masking tape

Materials

Transparencies

7.1.1 Development of Alienation
7.1.2 Results of Alienation
7.1.3 Reactive Strategies
7.1.4 Components of the Community
7.1.5 Remedial Strategies
7.1.6 Community School Rationale
7.1.7 Components of Community Education

Participant Worksheets

7.1.1 Small Group Activity: School/Community Relationships
7.1.2 Rate Your Own School

Background Material (Trainer/Participant)

7.1.1 Workshop Content Summary, "The Role of the Community," NSRN, 1979.

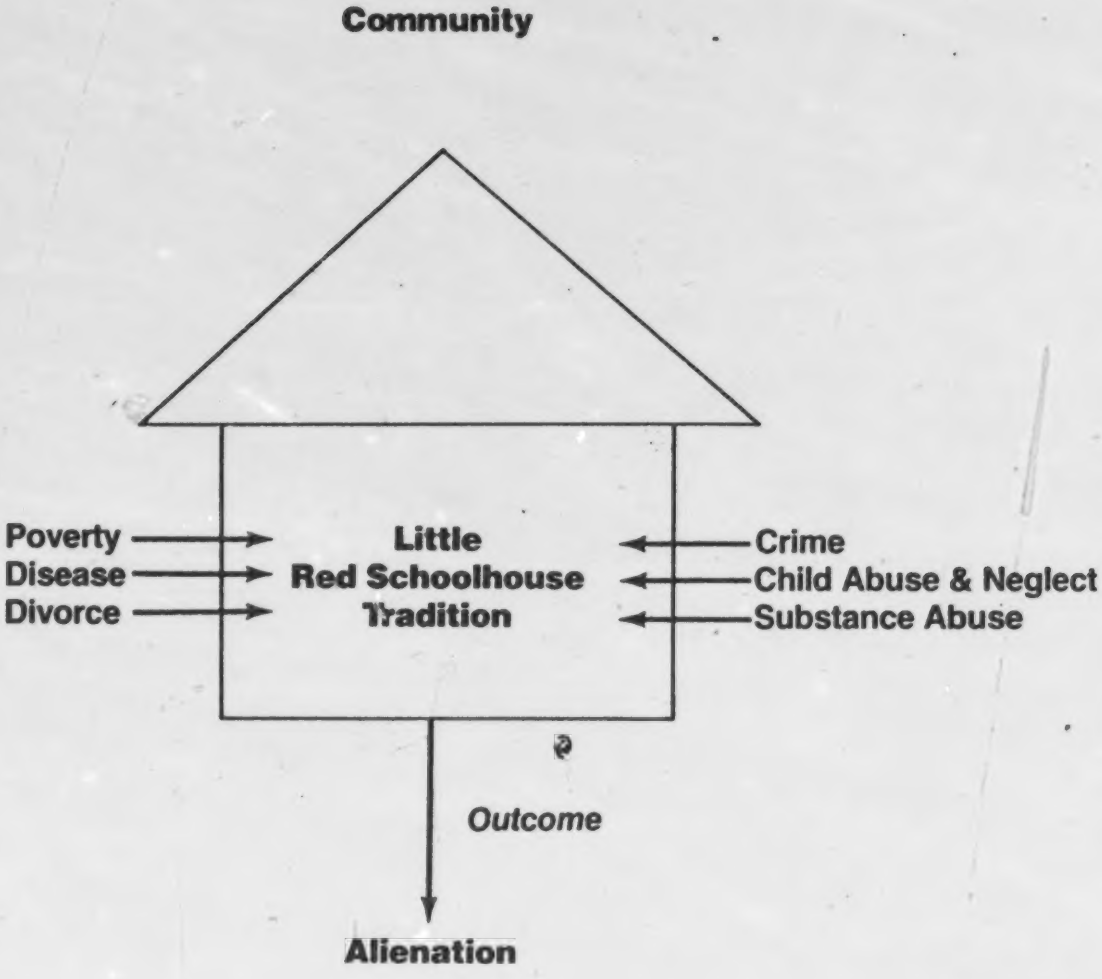
Background Materials (Trainer)

7.1.2 Wenk, Ernst. "Tomorrow's Education: Models for Participation" in School Crime and Disruption: Prevention Models. National Institute of Education, Government Printing Office, Washington, D.C., 1978.
7.1.3 Steele, Marilyn. "Enrolling Community Support, Journal of Research and Development in Education. Volume 11, Number 2, 1978.
7.1.4 Model Program Descriptions.

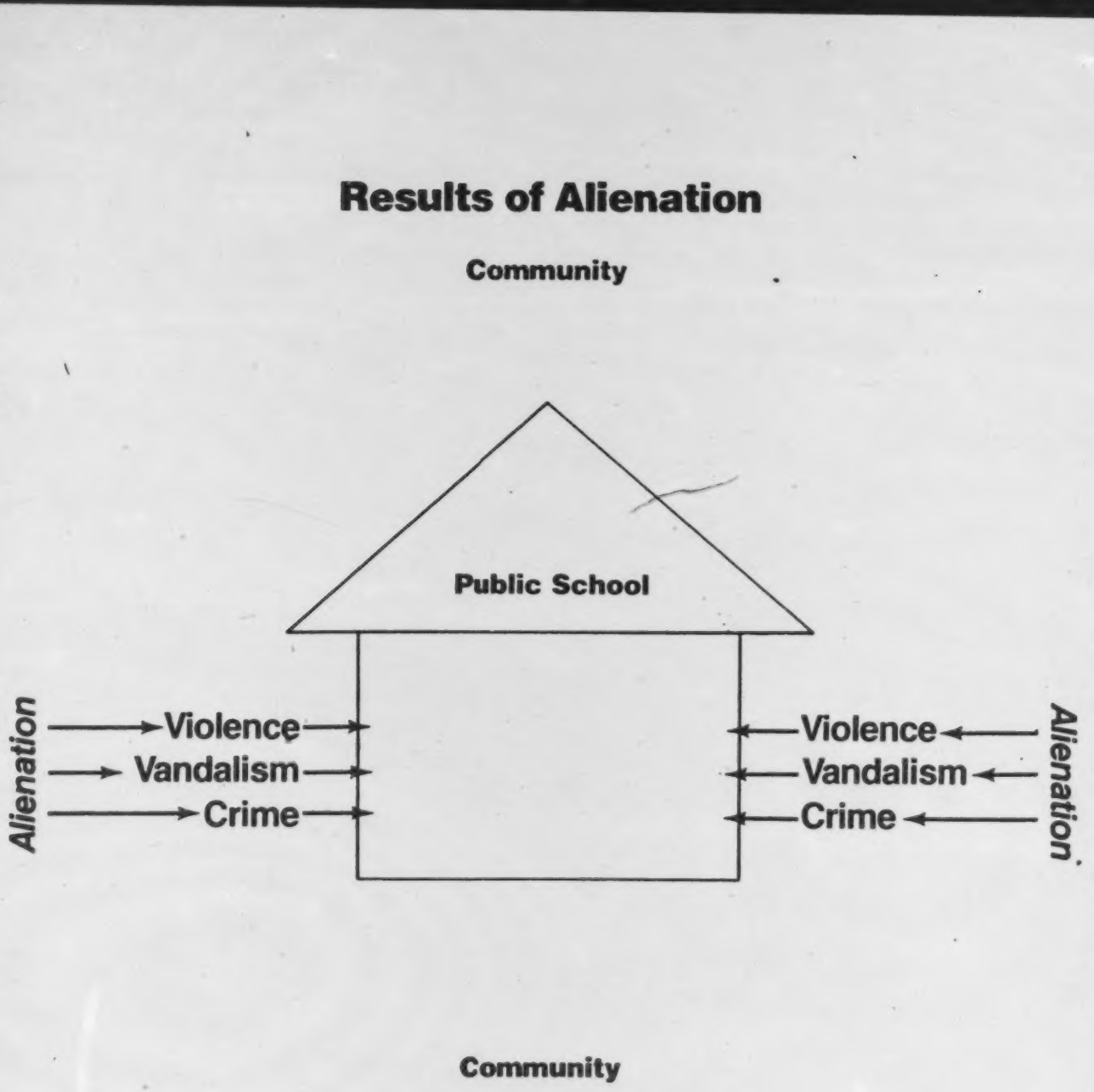
Resources

R.7.1.1 T/A Bulletin, Community Involvement in Schools.
R.7.1.2 T/A Bulletin, Community Schools.
R.7.1.3 T/A Bulletin, Yerba Buena: A School-based Interagency Approach.

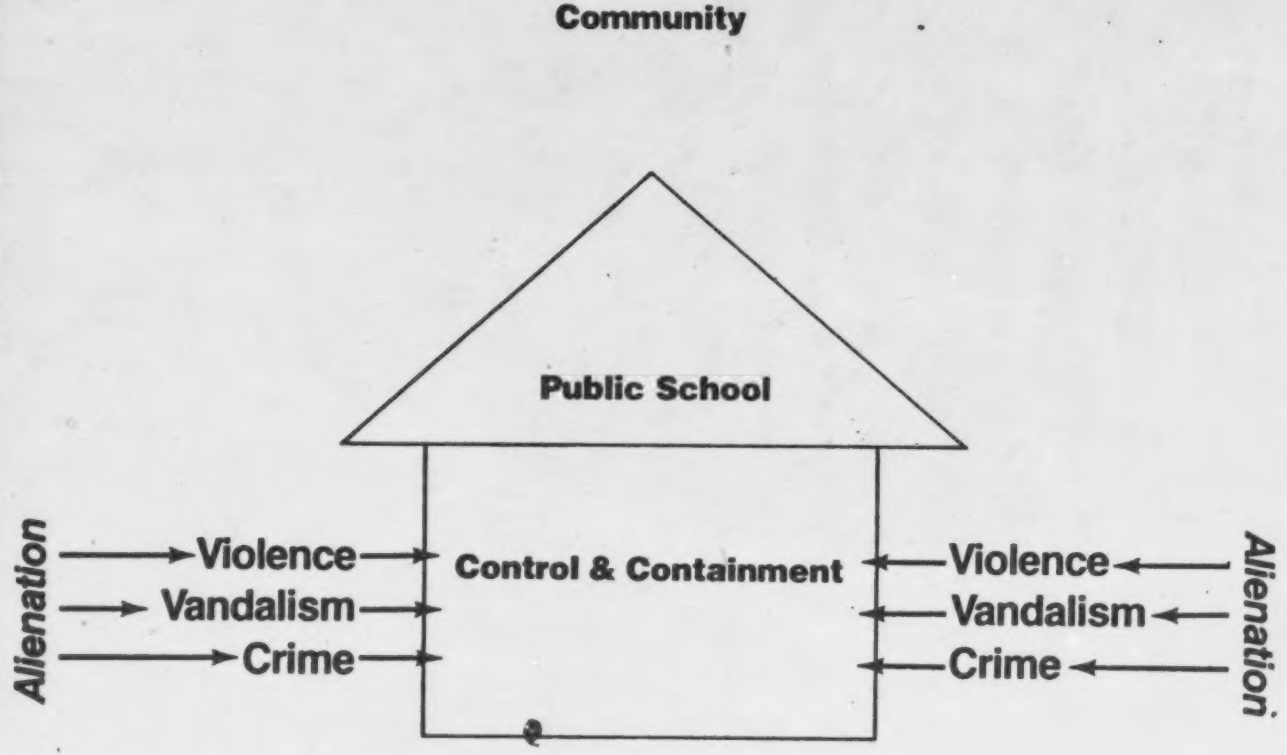
Development of Alienation



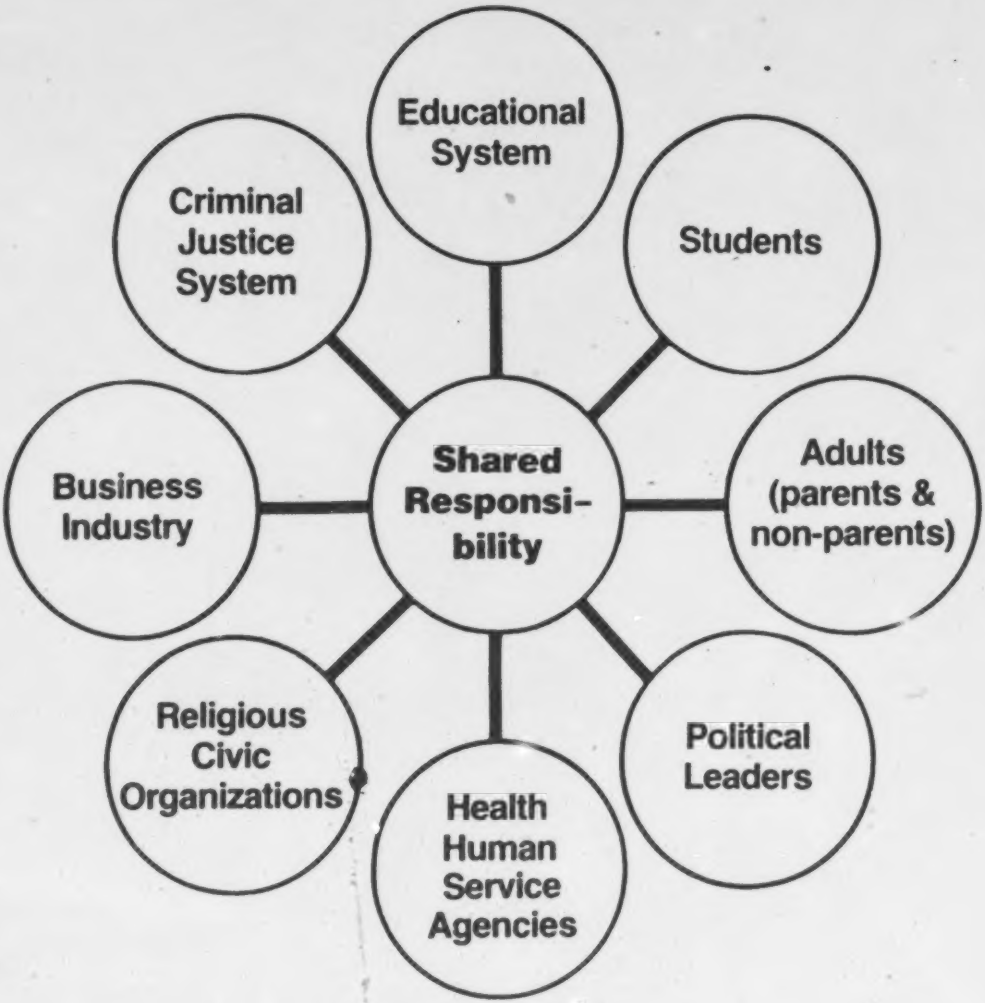
Results of Alienation



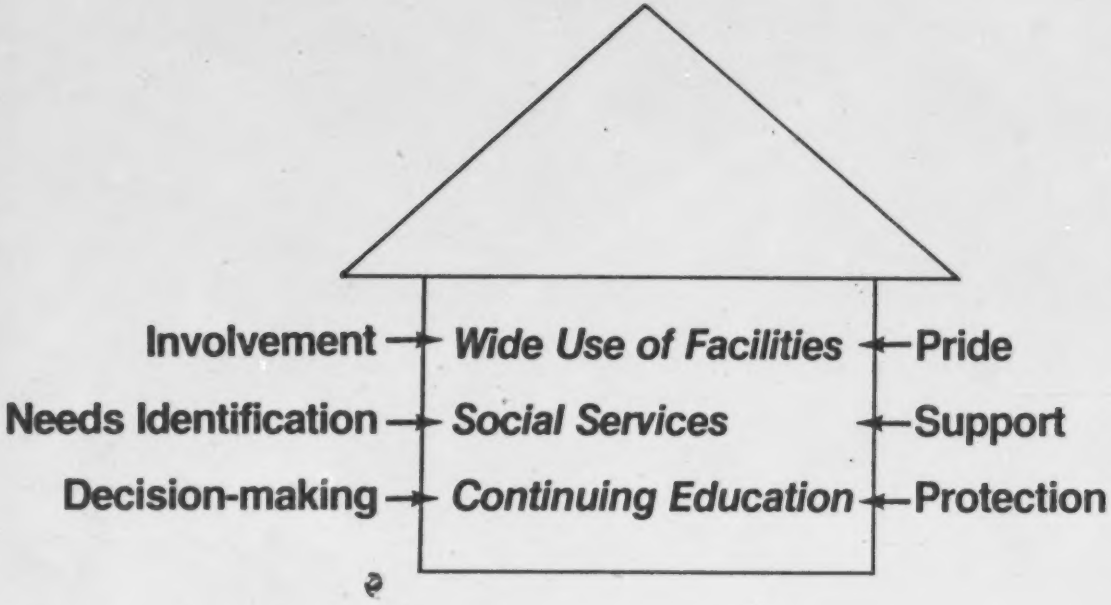
Reactive Strategies



Components of the Community



Remedial Strategies



Community School Rationale

Accessibility to all

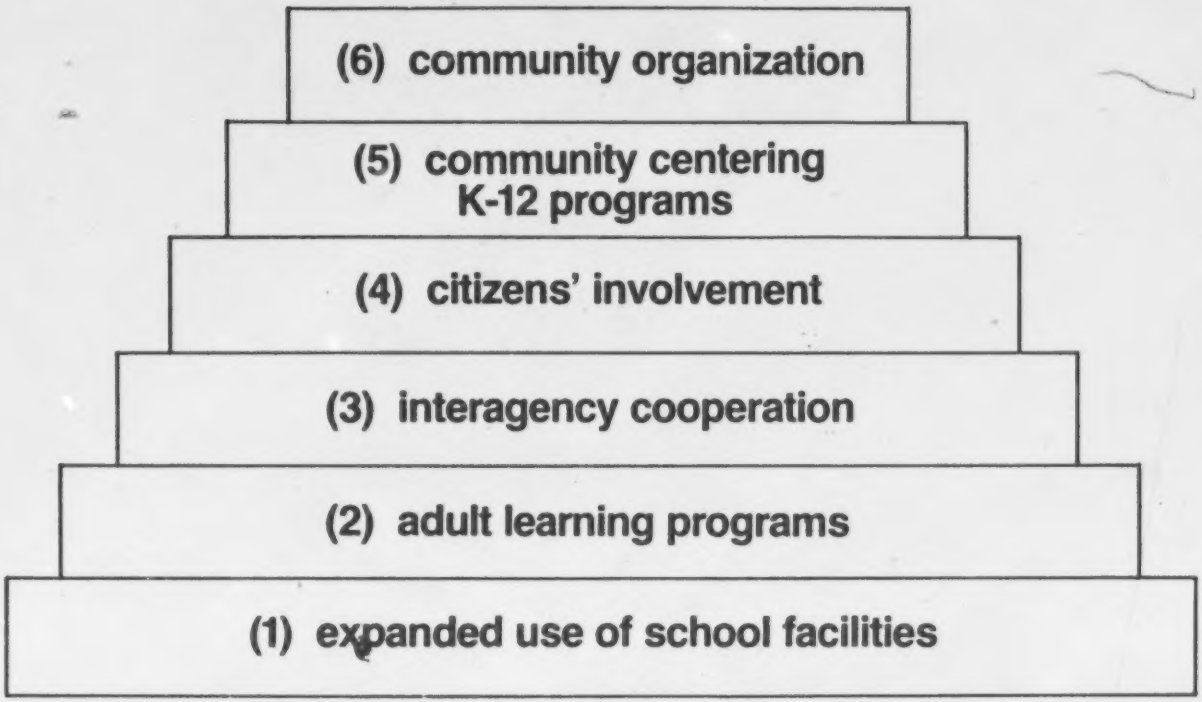
Full use of facilities

Education for adults and youth

Coordinated human service delivery

13

Components of Community Education


(6) community organization
(5) community centering K-12 programs
(4) citizens' involvement
(3) interagency cooperation
(2) adult learning programs
(1) expanded use of school facilities

Course Agenda by Module

Course 7 - The Community as a Problem-Solving Resource

Module 7.1 - Role of the Community

Total Time 1 hour and 15 minutes (with optional activity)

Module Summary

This module introduces the relationship between school violence and vandalism and the root causes that lie within the community. Use of community resources in a community school is presented as a prevention approach that has shown promising results. The content and activities acquaint participants with possibilities for developing school-community links and provide examples of programs that have worked. A building-block model for developing a community school program is presented.

Activity/Content Summary	Time
1. Introduction to School-Community Relationships	15 min.
2. Community Roots of School Violence and Vandalism	15 min.
The relationship between community socioeconomic problems and the incidence of school violence and vandalism is presented, showing the effects of the educational system's inability to cope single-handedly with the complex problems of modern society.	
A. Overview: Community Roots of the Problem	
B. Alienation: Response to the Little Red Schoolhouse Tradition	
C. The School's Reaction: Isolation, Containment, Control	
3. A Different Strategy--Community Education	10 min.
Establishment of community schools has helped many communities reduce problem behaviors in schools. In a community school, facilities are used by the whole community and the school becomes a service center for delivery of needed human services.	
A. Introduction	
B. Description of Community School Concept	
C. Results of Community Education Programs	
4. Community School Programs That Have Reduced School Violence and Vandalism	10 min.
A number of examples of school programs that involve the community are described. Models range from limited school and community cooperation to the full-scale community education program.	

Activity/Content Summary	Time
A. Example of Limited Scope Community School Cooperation	
B. A Total Community Education Concept: The Yerba Buena Plan	
5. Group Discussion: Community Education in the Proposition 13 Era	10 min.
6. Rate Your Own School (Optional Activity)	15 min.
Individuals rate local schools according to the degree of community service integration.	
7. Design of a Community Education Program	10 min.
Participants observe how community school programs are developed using a building-block model and how each step in the model impacts the school's problems of violence and vandalism.	
A. Overview	
B. The Building-Block Model	
8. Wrap-Up	5 min.

Materials/Equipment	Sequence/Activity Description
Participant Worksheet, 7.1.1 Flip charts Markers Masking Tape	1. Small Group Activity With Worksheet: School-Community Relationships (15 min.) Trainer should divide the participants into small groups of five or six. Refers participants to Participant Worksheet, 7.1.1 Small Group Activity, School-Community Relationships, and give the following directions: o Read the activity. In small groups for selected problem students, list on a flip chart community resources that might be useful in dealing with the problem. Trainer should direct each small group report out to the larger group, pointing out why the students were selected as troublesome and why particular resources were suggested to help them. Trainer should display around the room the lists of resources for assisting youth that emerge from the small groups. These lists will present a composite picture of the many possibilities for school-community interaction. (NOTE: The obvious point is that the troubled student is a potentially violent or destructive student. With this perspective, almost all of those names on the list could be troubled. Lists of resources for dealing with the student's problem will represent a full spectrum of community resources: individuals (parents and other adults), community health and social agencies, businesses, organizations, and the criminal justice system. The outcomes of this activity are reinforced in the following minilecture.) 2. Minilecture: Community Roots of School Violence and Vandalism (15 min.) The following outline presents major points to be covered in a trainer presentation of cognitive information. The outline can be fleshed out from information provided in the attached background materials.

Materials/ Equipment	Sequence/Activity Description

A. Overview: Community Roots of the Problem

Trainer should make the following points about the traditional relationship between school-community problems and school violence and vandalism:

- The schools have long been accused of failing to meet their educational responsibilities. Violence and vandalism are seen as the newest in a long list of shortcomings of the educational system.
- In reality, many causes of problem behaviors seen in today's schools lie outside the school and in the community itself.
- In the past, schools could do their job and live up to community expectations because community members were closely involved with the school. Church ties and civic allegiancies were strong. The size of schools and communities was manageable.

Overhead projector

B. Alienation: Response to the Little Red Schoolhouse Tradition

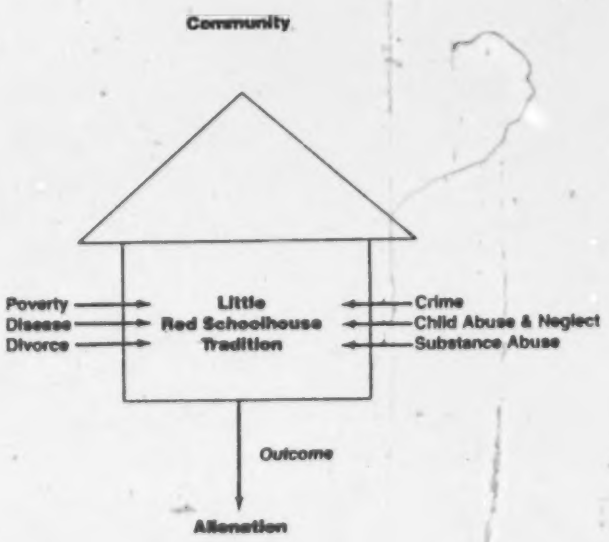
Trainer should make the following point:

- In many cases, the myth of the "little red schoolhouse" still colors people's expectations for the modern school. Yet society has changed radically.

Transparency 7.1.1

Show Transparency 7.1.1 and make the points below.

Development of Alienation



Materials/ Equipment	Sequence/Activity Description

- This transparency illustrates the situation in many communities where overgrown "little red schoolhouses" are trying to cope with the complex problems posed by today's troubled society.

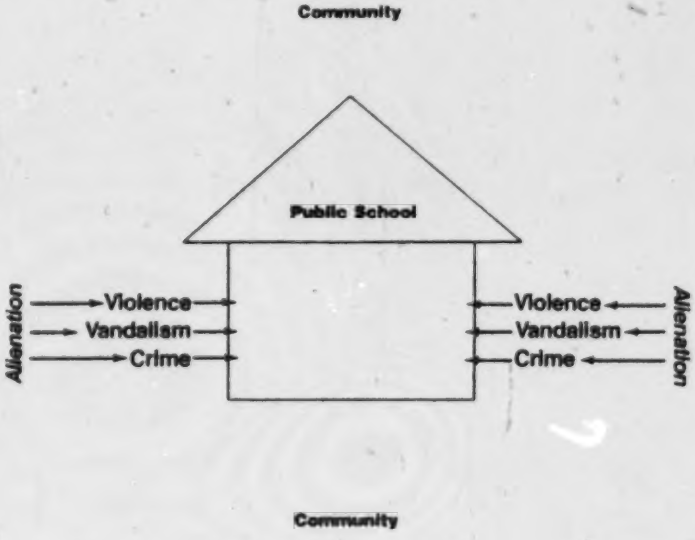
- The failure of the schools to be all things to youth has led to charges that the educational system is irrelevant for today's needs.

- Research shows that the unmet expectations cause disillusionment and lead to the alienation between students and schools.

Transparency 7.1.2

Show Transparency 7.1.2 and make the point below.

Results of Alienation



- This transparency shows the results: Alienation is expressed as violence and vandalism directed at the buildings, the student body, the teachers, and the school programs.

C. <u>The School's Reaction: Isolation, Containment, Control</u>

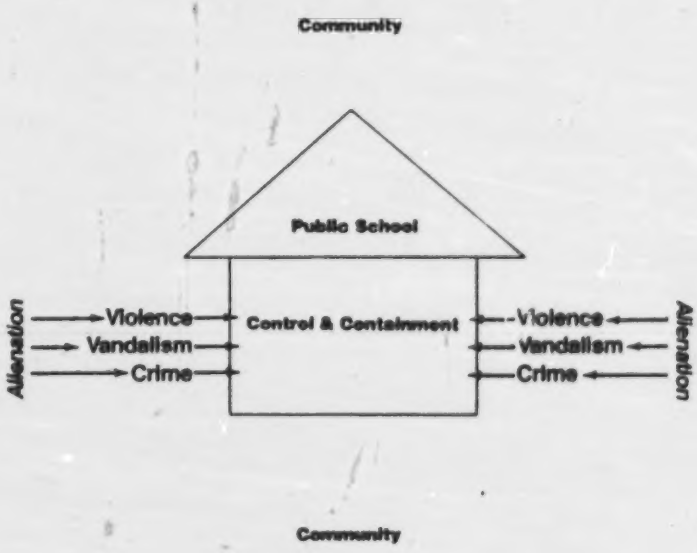
- Schools often respond by hiding problems from public view. They also typically withdraw from contact with the community, limiting interchange to necessary communication with parents of misbehaving children.

- Communities respond by viewing the school as a closed system, isolated from reality and not doing its job adequately.
- The solutions the isolated school imposes on problems are often those of containment and control from within the school to treat the symptoms of alienation that are manifested in the school.

Transparency 7.1.3

Show Transparency 7.1.3 and make the points below.

Reactive Strategies



- As the transparency shows, in-school measures (conflict management, environmental control, disciplinary policies, etc.) for the most part only contain the problem. They do not generally extend past the school walls out into the community. As a result, they primarily deal with effects, not causes.
- In saying that these measures only attack the symptoms, we do not mean to imply that these strategies are ineffective. Rather, they need to be augmented with strategies that come closer to a preventive approach.

Transparency 7.1.4

Show Transparency 7.1.4 and make the point below.

Materials/ Equipment	Sequence/Activity Description

Components of the Community

- This transparency shows the elements of the community that must work together if the problems of school violence and vandalism are to be prevented. They include students, parents, politicians, health and human service agencies, religious and civic organizations, business, industry, and the criminal justice system.

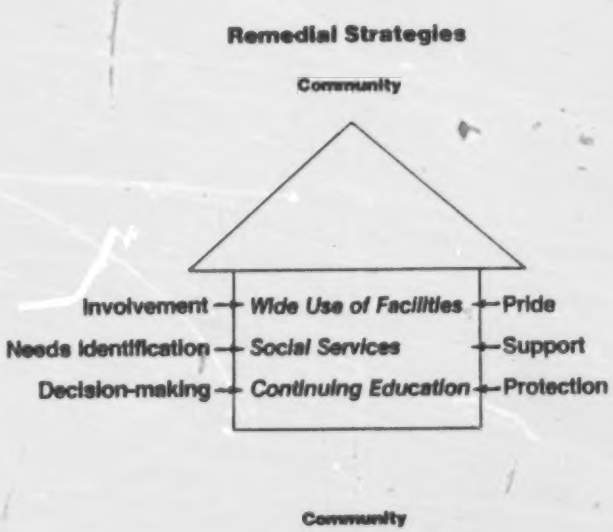
3. Minilecture With Transparencies: A Different Strategy--Community Education (10 min.)

   A. Introduction

Transparency 7.1.5

Show Transparency 7.1.5 and make the points below.

Materials/ Equipment	Sequence/Activity Description



- o A newly popular movement--community education--is reversing some of these trends. It offers what many feel is tremendous promise for reducing violence, vandalism, and crime in the schools and for improving educational and recreational opportunities for the whole community.

- o In community education, the school is opened more to the community. Some schools allow neighborhood people to use the facilities after hours and during the summer. In other communities the school also becomes a place where adult education and enrichment activities take place, or a center for the delivery of social services. The community involvement in the school can develop pride in it as an institution that "belongs" to the people. Out of this cooperation can grow true prevention programs that attack the root causes of educational problems.

- o In the rest of this session we'll look at this concept in more detail.

B. Description of Community School Concept

Trainer should make the following points:

Materials/ Equipment	Sequence/Activity Description
	o The community school looks at the philosophy of education as one in which the school and the community together assume responsibility for educating both adults and children and for serving social needs. o The new approach is marked by changing the name of an educational institution from public school to community school.
Transparency 7.1.6	Show Transparency 7.1.6 and make the point below.

Community School Rationale

Accessibility to all

Full use of facilities

Education for adults and youth

Coordinated human service delivery

o As depicted in the transparency, the ideas underlying community education are simple and practical:

- First is accessibility. Since the school is a community resource supported financially by the people, it should be accessible to everyone.
- Second is making full use of facilities. It is too costly to use school facilities only for limited periods of time and close schools for summer months or other times when the community could make use of them.
- Third is providing services to both adults and youth. Educational and recreational needs are not restricted to the children in any community.

Materials/ Equipment	Sequence/Activity Description

- Last is the development of coordinated human service delivery. The school is a logical central location for coordinated delivery of a wide range of human services.

C. Results of Community Education Programs

- o The community education movement started in 1935 in Flint, Michigan. It was not initiated primarily to combat school problems such as crime and vandalism. But, its recent popularity has shown that reduction in these difficulties often is one important benefit of community education.

- o Studies have shown significant, but not yet conclusive, evidence of the effects of community education. For example, in a comparison of levels of vandalism in community and non-community schools in California:

  - Incidents of vandalism dropped 20 percent in community schools compared to 14 percent in others.

  - Costs of vandalism in the community programs dropped 28 percent while they only fell 6 percent in traditional programs.

- o In 13 Michigan towns, introduction of community schools reduced levels of school vandalism significantly--drops of over 50 percent were common.

Trainer Background Materials

4. Minilecture: Community School Programs That Have Reduced Violence and Vandalism (10 min.)

Resource Materials R.7.1.1

Trainer should provide examples of successful programs that involve limited community linkages. More complete descriptions of the programs may be found in the Trainer Background Materials. Technical Assistance Bulletins R.7.1.1, Community Involvement in the Schools, and R.7.1.2, Community Schools, may be ordered by participants from NSRN.

A. Example of Limited Scope Community-School Cooperation

- o Among other strategies that have been used to reduce crime and violence are the following:

  - Opening homes as sanctuaries for young students who encounter trouble walking to and from school (Indianapolis, Indiana)

  - Having volunteers make calls to parents of absent children on a daily basis (Dallas, Texas)

Materials/ Equipment	Sequence/Activity Description

- Conducting visits to the homes of pupils (Montgomery County, Maryland)

- Enlisting the help of people in a local CB radio organization to observe school grounds at night or during holidays and report anything unusual to the police (Seattle, Washington)

- Establishing a neighborhood watch of school property (Portland, Oregon)

- Holding drug abuse education for high school teachers through an interagency agreement with a drug treatment program (New York, New York)

- Planting a community garden on school property to increase community surveillance of the facility (Westchester, Pennsylvania)

- Sponsoring a police visitation program in which uniformed officers visit the classrooms (Officer Friendly)

- Having adult community members monitor the school cafeteria. (In New York, some Attica prison guards even regularly sit at tables and talk with students during the lunch hour.)

B. A Total Community Education Concept: The Yerba Buena Plan

o An outstanding community school established near San Jose, California, shows how the total community education concept can work.

Resource Material R.7.1.3

o The Yerba Buena High School is an example of a school and a community that have done everything they can to prevent problems and defuse situations that could turn into crises. A Technical Assistance Bulletin on Yerba Buena is available from NSRN (R.7.1.3).

o The community served by the school is typical of those in many urban areas:

- The school has a high concentration of minority students (48 percent Mexican-American, 15 percent black);

- More than 50 percent of the students' families are on welfare;

- There is a high percentage of single-parent families within the student body.

Materials/ Equipment	Sequence/Activity Description

- Before the introduction of the community education concept, there were tremendous problems within the school, including truancy, dropping out, drug and alcohol abuse, etc.

- After switching to the community school approach, the situation changed:

  - Three years after starting the program, the problems had been almost entirely eliminated. Average grades and attendance improved and the number of disciplinary referrals decreased.

  - Ninety-six percent of the hardcore problem students remained in school.

  - Grades improved.

  - Attendance rose 43 percent for chronic truants.

  - Suspensions for drug and alcohol possession have declined greatly.

- Nearly 20 agencies in San Jose are called upon to help deal with problem students.

- A probation officer and two police officers plus social workers operate in the school to help iron out problems.

- They assist the school staff in identifying and assisting crisis-prone students.

- Community members also are served by this program. For instance, parents of problem children can take part in a comprehensive parent education service in which they learn how to regain control of the family situation and how to manage their children in a more realistic way. In addition, 24-hour services are available to young people via a crisis telphone hot line.

- Like most community schools, the Yerba Buena program evolved over a number of years. Originally, it was the brain child of a single individual with a vision.

- Initial funding for the project came from the federal government under Title III of the Elementary and Secondary Education Act.

5. Group Discussion: Community Education in the Proposition 13 Era

Trainer should make the following points:

Materials/ Equipment	Sequence/Activity Description

- Community education appears to have many benefits that can mean tremendous cost savings (e.g., reduce vandalism to schools.

- Yet such programs are being closed due to proposition 13-type movements and state budget cutting.

Trainer leads group discussion on ways of dealing with the trend. Questions to ask might include:

- How many school systems in your local communities are facing budget cuts or tight limitations?

- Are there other sources of funding for community school programs (e.g., CETA, government grants, services from other agencies, business, etc.)?

- What kinds of community resources are available to provide some of the needed help or funds (e.g., volunteers, student incentive programs, religious and service organizations)?

Participant Worksheet 7.1.2

6. Optional Individual Activity With Worksheet: Rate Your Own School (15 min.)

Refer participants to Worksheet 7.1.2, Rate Your Own Schools.

Since training audiences typically contain a mix of school and community representatives, not all participants will be able to have the information needed to complete the optional activity, i.e., to rate their local school.

Those who do complete the exercise typically will come up with a wide variation in scores (0 to 150). Normally, scores will cluster in the lower ranges, providing an illustration of the amount of improvement that is possible in the participants' schools.

A group discussion of the outcomes provides a good opportunity for participants to share ideas, needs, and information about programs that are underway in their schools.

Be sure to mention that this rating only represents the degree of coordination in service delivery and does not reflect quality of services.

7. Minilecture With Transparency, and Discussion: Design of a Community Education Program (10 min.)

A. Overview

- Developing a community school program is not an easy undertaking. It takes time!

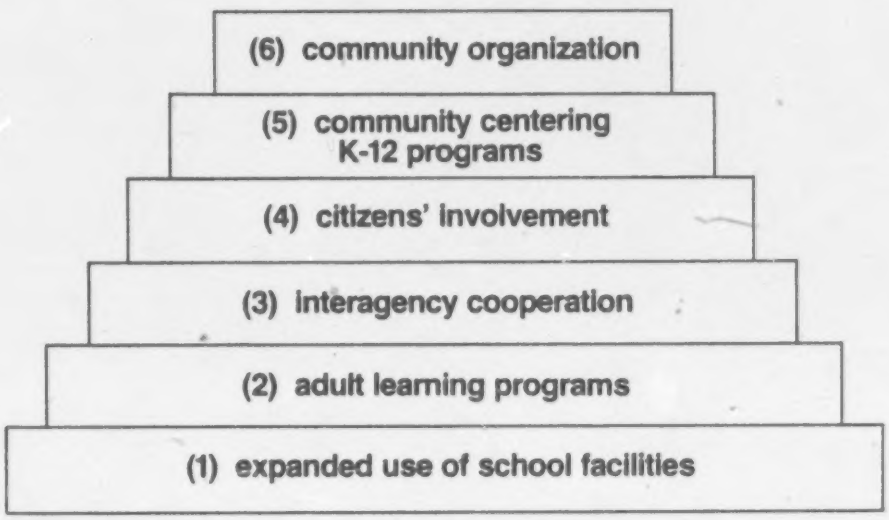
Materials/ Equipment	Sequence/Activity Description

- A number of barriers are erected by the natural human reluctance to change and the tendency on the part of institutions and agencies to guard their "turf."

B. The Building Block Model

Transparency 7.1.7

Show Transparency 7.1.7 and make the points below.


Components of Community Education
(6) community organization
(5) community centering K-12 programs
(4) citizens' involvement
(3) interagency cooperation
(2) adult learning programs
(1) expanded use of school facilities

- A widely accepted model of development that helps overcome the barriers is illustrated schematically in this transparency.

- In step 1, the gymnasium, cafeteria, track, playing field, auditorium, and classrooms are opened to community use. Sometimes use is restricted to after-hours and days the school is not in session. In other cases, the community can use the school facilities during the regular school day.

- In step 2, courses for adults are added to the regular educational program.

- The school makes cooperative agreements with state, county, or local human service agencies and the criminal justice system. In step 3, groups begin to deliver services to clients in the school setting.

Materials/ Equipment	Sequence/Activity Description

- An advisory role is defined as a formal mechanism for community input in step 4.

- Classroom education begins to be affected in step 5. The community starts to work with teachers in joint efforts to educate children. Alternatively, the students go out to facilities in the community--factories, hospitals, art galleries, laboratories, museums, etc., where different kinds of learning activities take place.

- In step 6 the school and community can take cooperative action against neighborhood socioeconomic problems.

8. Summary (5 min.)

The trainer should review at least the following points:

- Many underlying causes of school violence can be traced to the socioeconomic problems of the community.
  - Frustration has developed in the educational system as educators try to cope with complex and dynamic modern problems while retaining traditional expectations, structures, and administrative practices.
  - The alienation of youth and adults in the community often is expressed as violence and vandalism directed against the school.
  - Control of these problems can be accomplished with in-school measures.
- Prevention requires involvement of the community.
- The community school and the concept of community education offer a mechanism for achieving the needed cooperation.
- Community schools are generally developed in a building-block fashion that starts by opening the school doors to the community for recreation and education, and ends by involving the community and school in a coordinated prevention effort.

Course 7 - The Community as a Problem-Solving Resource

Module 7.1 - Role of the Community

Worksheet I-D 7.1.1

Participant Worksheet

Small Group Activity: School-Community Relationships

Reproduced below is a list of reasons for student absences typical of ones that high school guidance counselors see every day. The list was developed by the Cities in Schools program--a comprehensive youth-serving program that brings city services to troubled youth in schools. As Cities in Schools describes the list:

> The names of these youth are not real. The reasons they stayed home from school are. This list represents a collage of human need which floods our schools each day. Teachers have neither the time, resources, and, in many cases, the skills to solve these problems.

Glenda Allen - no answer
Sally Blue - ran away
*Robert Brown - wants to quit
*Jess Brown - had court hearing today
Richard Casey - unknown
Keith Cline - truant; mother said he left for school
Sheila Davis - sink overflowed; had to wait for plumber
Tom Duffey - out painting house all week; parent's permission
*Susie Gerholt - pregnancy illness
Janice Grantham - missed ride
David Harris - death in family (grandfather)
Nancy Hodap - ride left without her; no money for bus
Sandra Holland - glasses broken; mother called
Andrew Hunter - called mother; thought Andrew was in school
Mark Gasser - Job Corps
Sandy Johnson - false labor pains
Andrew Jones - overslept till 12
*Paulette Jones - fell down the steps
Leroy Kennard - went to Florida; sister had baby
*Vic Klinker - refuses to come to school; going to quit in a couple of weeks
Dan Lauhorn - had appointment at health clinic
*Thomas Mason - in juvenile court

Directions:

1. As a group, determine problems implied by the absences above. Develop a list of community resources that might be useful in dealing with the problems. Do not restrict the list to established agencies; try to make it a comprehensive inventory of places a student could get help.

2. Select a representative to present your conclusions to the larger group. In the presentation, point out why the students were selected as potential causes of violence and vandalism against the school, and why certain resources were selected to help them.

*Asterisks refer to a later optional activity.

Course 7 - The Community as a Problem Solving Resource

Module 7.1 - Role of the Community

Worksheet I-D 7.1.2

Participant Worksheet

Rate Your Own School

(Optional Activity)

1. Select the high school you are most acquainted with and one in which you are aware of the services that are available to students. Rate the school as follows:

   1 point — For each of the problem students marked with an * who would be called into the counselor's office

   5 points — For each one that would be served in an assistance program run by the school counseling staff

   10 points — If the school would regularly refer the problem to a social agency or outside source of referral

   15 points — For each student that would receive followup after the referral

   25 points — For each student who would receive assistance from a social agency or volunteer program within the school setting

2. Write the score on a blank piece of paper. Do not indicate the school's name. Fold it and pass it to the trainer.

   He or she will compare the degrees of integration with the community (not quality of service) achieved by participant's schools.

Course 7 - THE COMMUNITY AS A PROBLEM SOLVING RESOURCE

Module 7.1 - The Role of the Community

Background I-D 7.1.1.

Background Materials

Workshop Content Summary: The Role of the Community

For some years public attention has been rivetted on the shortcomings of the American educational system. Following close on the heels of indictments that "Johnny can't read," came national concern that violence and vandalism are threatening to disrupt the educational process in America. Schools have taken the brunt of the criticism for these problems, even though many of the root causes lie within the community as a whole. John Brewer, a principal in an all-black school, summarized the situation simply and eloquently:

> These children and parents have a dozen needs that are more urgent than the child's schooling. If a child is hungry, has no place to sleep, needs clothing or blankets, or is battered and abused, he is not ready to learn. If his parents are ill, fighting, being evicted or living without heat or electricity, they are not able to be concerned about the child's education. I have to try to do something about the first 12 problems before I can get their attention. (As quoted in Preventing Student Violence and Vandalism: The Yerba Buena Plan. California School Board Association. Sacramento, California. 1978)

Cities in Schools--a program designed to work with problem youth in schools--offered this explanation: "Students in trouble cause trouble...The toughest problem in urban education is...the social, economic, and personal problems of the students that prevents the students from learning...If we could solve the human problems, the teachers could solve the learning problems." Since the problems largely originate outside of the school, it is logical to seek solutions in the community surrounding the school.

Educators and others have devised a number of useful strategies for dealing with violence and vandalism in classrooms, halls, restrooms, and schoolyards. Some of the most effective include security measures, environmental control,

disciplinary measures, conflict management, and other activities aimed at reducing or controlling the symptoms of the problem. Actual prevention, however, will require joint community-school efforts to eradicate the causes. Only by recognizing that the origins of the violence and vandalism are in the socioeconomic problems of the community, can long-term improvement in the situation be planned and effected.

THE SCHOOL AS A SCAPEGOAT

In an earlier age, the little red schoolhouse was charged with the enormous task of educating children and forming them into responsible, law-abiding citizens. But in the close-knit communities of the past, with active cooperation among school, church, and other groups, educators did not face this task alone. They received support and assistance from many different sources within the adult population. In modern communities, much of the burden has been shifted exclusively to the schools. Church ties, in many cases, are not as strong as they were in the past. The increasingly common single-parent families leave many children without adult supervision for large portions of the day. And the size of modern schools and communities rules out close involvement between young people and community figures such as shopkeepers, lawyers, doctors, and other potential role models.

The job of the school is now a much bigger undertaking. And as the schools grapple with increasingly severe social problems, the job clearly is becoming too big. This recognition has led to increasing popularity of the community

education movement, which is enlarging the education process to once again involve the whole neighborhood. A recent publication of the California School Boards Association reflected the new awareness of the need for school-community links:

> Can the schools continue to do it alone? Can they fulfill their responsibilities as institutions for learning and at the same time counteract the educational effects of the increasing disruption of family life, the rising divorce rate and resulting increase of single-parent families, the loss of control and respect of parents by their children, as well as the alarming increase of juvenile crime and violence? The answer must be a resounding no--the schools' need for external community support is without question.

The inability of the schools to respond to all of these needs--both socio-economic and educational--has led to charges that today's education is irrelevant and that schools have failed to live up to their responsibilities. The disillusionment and resulting alienation often are cited as primary factors underlying violence and vandalism in the school.

The School's Response

Educators, feeling increasing pressure, frustration, and a sense of failure, have relied primarily on curriculum changes to meet the demands of today's complex society. Literally hundreds of new approaches and programs have come and, in many cases, gone, but the organizational structure has not changed substantially, and resources from outside the community have not been brought into the school. Until very recently, little changed within the school, even though the problems confronting teachers on a daily basis changed radically.

In this situation, with frustration inside the school and charges of failure coming from the community, perspectives frequently become polarized. The community often views the school as an autonomous island--a closed system that deals with the community from a defensive posture. Uncertainty or ignorance about the functions of the school leads to reduced financial support for education and even bigger problems for the educator and administrator.

The school, on the other hand, sees itself as overburdened by socioeconomic factors that impinge on education. Teachers and administrators feel increasingly bitter over their implied responsibility to be all things to all young people. Their response is a natural tendency to withdraw from a critical and nonsupportive community--to keep problems and difficulties closely contained within the school and to avoid discussing difficulties with any segments of the community. Interaction with the neighborhood decreases, and loss of contacts seems to increase the community's isolation and alienation from the school.

While this pattern of isolation and alienation has not affected all of the nation's schools, it often has been identified in those institutions where the rates of violence and vandalism are high. On the other hand, attempts to reverse the process--to develop close and cooperative links between the school and the community--have yielded impressive results. The concept of <u>community education</u> is helping schools in many areas reduce, and in some cases almost eliminate, problems of violence and vandalism. In addition, this newly popular concept is tremendously enriching educational and recreational opportunities for both young people and adults in communities where it is introduced.

TARGETS FOR SCHOOL-COMMUNITY COOPERATION

In school systems that have yet to adopt community education approaches, community contact with the school is limited largely to meetings of the parent-teacher organization. This group forms the major link between "us" inside the school and "them" on the outside. School systems are not often penetrated by the "outsiders." Even social agencies do not integrate their work with the school's programs; instead, they very carefully maintain their own separate bureaucratic domains. For example, the welfare, social services, health, and mental health providers in most communities do not regularly come into the schools to meet with clients. Contacts between the school and the criminal justice system also are kept to an absolute minimum.

Educators' sense of responsibility to the child has made them reluctant to abdicate control over what goes on in school. Different systems of training and credentialing for professionals within the criminal justice and human service systems also have led to mutual distrust that has inhibited cooperation.

The school or the community that wishes to resolve problems of crime and violence will have to confront these barriers openly. Before progress can be made the community must be defined broadly to encompass:

- Youth
- Adults--both parents and others
- Politicians

- Health and human service agencies
- Religious and civic organizations
- Business and industry
- The criminal justice system.

People in each of these groups must work jointly to develop a new sense of common purpose.

THE COMMUNITY SCHOOL

While maintenance of the status quo characterizes many schools and school systems throughout the country, increasing numbers of people are responding to the need for change by involving the entire community in the school. This newly popular approach--which in reality harks back to earlier days in American education--is marked by a change in name of the educational institution from public school to community school. As this initiative gains momentum, institutions in many parts of the country are expanding into service centers for the neighborhood and community. They are opening their doors in the afternoons, evenings, weekends, and summer months to people of all ages, operating as centers for activities and services in which the schools themselves may have only a small part.

Interest in the community school grew with a widespread realization that schools--costly community resources--were not being used economically. Sylvia Porter, a nationally syndicated columnist, noted this economic waste:

> Our public schools are to an appalling degree unused for long periods, representing an abuse of schools and an extravagance that America simply cannot afford...Most of the schools financed and maintained by taxes are closed for a startling 50% of the time. (Sylvia Porter, "Your Money's Worth," Field Newspaper Syndicates, December 1974.)

The ideas underlying the community school concept are simple:

- Since the school is a community resource, supported financially by the people, it should be accessible to everyone.
- It is too costly to use school facilities for limited periods of time and leave them closed for summer months or other times that the community could make use of the building.
- Educational and recreational needs are not restricted to the children of the community.
- The school is a logical central location for coordinated delivery of a wide range of human services.

William J. Ellen, a superintendent of schools in Charlottesville, Virginia, developed five practical rationales that support opening up the school to the community:

1. The school plant already exists, fully equipped and ready for use.
2. The overhead costs of administration continue to be approximately the same whether schools are open or closed during the summer months.

3. Fixed charges such as insurance, interest, and capital outlay costs remain fairly constant (whether the schools are in operation or shut down).

4. The teaching staff--the community's most important educational asset--is (in considerable measure) already mobilized.

5. Many children of school age are left without any constructive programs during the late afternoons, evenings, and summer months. (Ellen, William J., "Potential of Community Education," in Administrators and Policy Makers' Views of Community Education, University of Charlottesville, Virginia, 1977).

Objectives of Community Education

The community school or education approach strives to make the school a center of the neighborhood. It provides educational, recreational, social, cultural, and human services designed to meet the needs of all community members--children, youth, adults, and the elderly. It is based on the premise that local resources can be drawn together in a central location to assist in solving neighborhood problems. It also acknowledges that schools and community agencies working together have a greater ability to have an impact on community problems than organizations working independently.

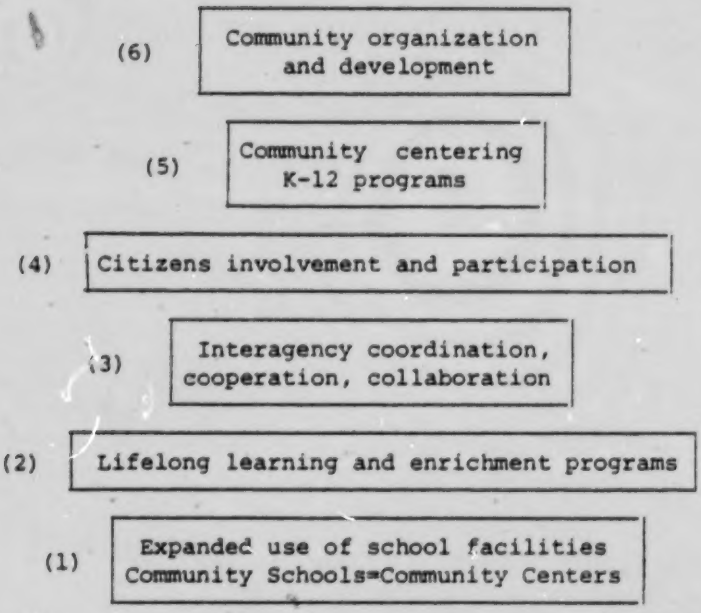
The community education philosophy sees the school as a service center operating in partnership with other groups in the community. While not designed primarily as an answer to problems of violence and vandalism in schools, the community education movement has been surprisingly successful in combating these problems.

IMPLEMENTING THE COMMUNITY EDUCATION CONCEPT

Community education requires integration of the people, agencies, and institutions of the community. It most often is initiated by an individual already working in the school system. The school is a logical agent of change because of its central position in the community, but it is by no means the only agency that can initiate the push toward community education. In many locales, community colleges, recreation programs, or human service agencies have provided the initial leadership needed to develop the momentum. However, as simple, logical, and desirable as the change may be, it poses a variety of potential threats and problems both to the school and the community. Barriers posed by natural resistance to change must be overcome. The tendency of bureaucracies to guard prerogatives and build empires must be short-circuited through recognition of shared social responsibilities. Old structures must be changed, and new administrative and fiscal mechanisms put in place.

Larry E. Decker of the School of Education at the University of Virginia conceptualized the process as evolving over time in a building block fashion (Decker, Larry E. and Virginia A., Administrators and Policy Makers' Views of Community Education, University of Virginia, Charlottesville, 1977):

COMPONENTS OF COMMUNITY EDUCATION



Using Decker's schema, we can see how the rapprochement between the school and the community often begins with the expanded use of school facilities. Typically, the school's gymnasium, cafeteria, track, playing fields, or auditorium are made available to the community for use after school hours, and sometimes even during school hours. This brings a stream of people from the community into the school where they see what is going on. With widening community awareness of the school's activities and needs, closer identification with the school can develop. The results often include more voter support for school budget requests, more volunteers to assist the school, and an adult presence that serves as a deterrent to violence and disruption. The simple fact that the school is not closed for long periods cuts down substantially

on window breaking, arson, theft, and crimes that occur while the school is unattended. The principle is not too subtle--when the school is in use by the community there are more people around as observers for far longer periods of time.

Expanding the hours that school facilities are open permit them to be used for educational programs that serve adults (the second step in Decker's model). Local colleges, civic groups, or the local school district itself typically can offer courses and enrichment programs for the community in the evenings or on weekends.

Once the precedent of opening the school to the community is set and cooperation well established, the community education concept can be expanded to begin delivery of needed social services at the school. This means that such agencies as mental health, health, welfare, employment, and others, can come out to the school to serve both youths and adults. The services may include marriage and family counseling, drug and alcohol abuse treatment, parent effectiveness training, birth control or prenatal counseling, inoculation programs, preventive health care, probation and employment counseling, or any of a dozen others. The key factor here is that the human services agencies are cooperating with the school. They have a central neighborhood location where they can seek out clients and serve community needs. By doing so, they are going where the people are rather than simply accepting referrals from other agencies. Often the service providers who

move into schools find that people will come to a school when they may lack the time, energy, or motivation to go to a distant or unknown location in a city to seek services from organizations they see as impersonal, bureaucratic, and uncaring.

The citizen involvement and participation phase of community education is shown on Decker's schema at the fourth step in the evolution of the process. In reality, however, the community has already been informally involved from the inception. By including this as a step, Decker points out the value of giving the community a formal, participatory role through advisory councils. Experts agree that such bodies are most important to the success of the effort and suggest that advisory groups should be formed at the level of the individual school and have well defined roles in the program.

Decker's fifth phase brings the community-centered concern into the classroom. Adults from the community serve as resources in the teaching process, for example, as aides, guest speakers, or tutors. The classroom also is expanded out into the community with factories, businesses, museums, art galleries, laboratories, and other community facilities serving as settings for learning activities. This step represents the first time the school's relationship to the individual child in the classroom begins to change--even affecting the most closely guarded responsibility of the school system.

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The last step takes the community education from outside the realm of the school and extends it to the problems of the neighborhood. In this final stage, the whole community becomes the focus of the activities that have become centered in the school. When development has progressed to this stage, the community advisory board, the school staff, and a well-coordinated group of human service providers can sit down together and plan ways to mobilize resources to attack the community's unique problems. The concerns may extend to housing, unemployment, hunger, poor health care, or other problems that exist in the community but still have an impact on the school.

COMMUNITY EDUCATION AS A DETERRENT TO VIOLENCE

To the school or community interested in reducing violence and vandalism in the school setting, the community education concept offers tremendous potential. For example, the first two steps in Decker's model extend use of school facilities into the evening hours. Bringing more people into the schools for longer hours expands surveillance and increases the knowledge people have about the school. Pride begins to develop as people learn that they can use and enjoy the school's facilities. Interest and involvement gradually evolve as the school starts to serve the larger community.

Step three begins to attack the problem at a more basic level. By offering services through the school, more people tend to get more help. Those in need can be served better and are not simply referred from one agency to another. On-site service delivery can alleviate many school problems too, such as truancy, disruption and drug use.

Finally, by the time the last is reached, the school becomes the center for marshalling the entire community's resources on the neighborhood's problems. At this stage, a community and school can embark on a true violence and vandalism effort. Through concerted action--taking internal actions to deal with effects of problems--the school can move from a reactive posture to an active stance in which the root problems can be attacked on a communitywide scale.

In 1973-74 a University of Michigan study compared levels of vandalism in community and non-community centered schools in California. The study showed that even though the community schools were almost always located in troubled neighborhoods, in contrast to those that remained traditional, the impact of the new approach seemed to reduce vandalism considerably. Specific findings revealed that:

- Incidents of vandalism dropped 20 percent in community schools compared to a drop of 14 percent in non-community institutions

- The mean cost of vandalism dropped 28.7 percent in community schools versus a 6.3 percent decrease in traditional schools.

While the study does not offer conclusive proof that community schools are the answer to the vandalism problem, it does suggest that the community school can make important contributions to reducing problem behaviors.

In a similar study conducted in Michigan communities, vandalism in schools dropped significantly after inaugration of the community school concept. Decreases in vandalism of over 50 percent were common in the 13 communities studied.

PROPOSITION 13--BUDGET CUTS

While the community education concept has met with considerable success and is recognized as a deterrent to violence and vandalism, funding is not always available for such activities. With Proposition 13-type cutbacks, many schools are faced with the reality of working with tighter budgets and have been forced to cut back on innovative programs. Others who hope to implement them have had to postpone their initiation.

Even with tighter budgets, schools can still begin new programs if they are able to find new methods of funding, or if they are able to reach out into the community for support. Involving the community in supplying funds or resources doubles the interest in new programs. Funding can be available if new grants are pursued and new channels of resources are attacked.

CONCLUSION

John M. Rector, former administrator of the LEAA Office of Juvenile Justice and Delinquency Prevention, summed up the importance of school-community links in testimony before the subcommittee on Economic Opportunity, Committee on Education and Labor, House of Representatives:

> In approaching the problems of schools, it is important to remember that the school is a microcosm of the community it serves. The problems of that community will be reflected in its schools. School violence must be viewed in the context of community violence, illegal gang activity, learning disabilities, substance abuse, nutrition, and the myriad of other factors determining the quality of life in a particular community.

The community school offers a well tried method that has demonstrated promising results throughout the country. If offers an approach to prevention that will assist many communities with the problems of school violence and vandalism.

Course 7 - The Community as a Problem Solving Resource

Module 7.1 - Role of the Community

Background I-D 7.1.2

Background Materials

"Tomorrow's Education: Models for Participation"

An article by Ernst Wenk, Responsible Action, Davis, California, in School Crime and Disruption: Prevention Models, a publication of the National Institute of Education, U.S. Department of Health, Education and Welfare. Washington, D.C., U.S. Government Printing Office, June 1978.

(See attached)

TOMORROW S EDUCATION: MODELS FOR PARTICIPATION

Ernst Wenk
Responsible Action
Davis, California

Recent years have witnessed a fundamental political shift within our society. It appears to press toward more direct citizen participation in the democratic process – a development that could transform our basic political structure. Education emerges as a guiding force in this development and a redefinition of the varied roles of education in our society seems inevitable. Educational approaches to social problem-solving seem to have greater potential than some other models that have been tried. Legal and medical models, for example, have been proved inadequate in dealing with alcoholism, drug abuse, crime, and delinquency. Educational approaches do not prescribe solutions but rather provide a process through which solutions can be found or created. Ideally, the educational process draws its energies and its direction from the involvement of active participants. Such problem-solving approaches contain the ingredients needed for interactive (democratic) government, but they also foster individual growth and improved mental health. Education, in this model, is the central force for community development as well as a key to personal development and well-being.

We have neglected community participation in problem-solving. For too long we have looked outside our communities for solutions to social problems. Federal and state aid available for help in improving education, reforming criminal and juvenile justice, providing welfare and better health services, have led us to believe that the roots of our social problems and their solutions lie outside the community. It has become fashionable to rely on distant, impersonal government bureaucracies, to see ourselves as neither part of the problem nor part of the solution. We appear to have forgotten that many social problems are rooted in families and local communities and that actions aimed at problem-solving must originate in the community and neighborhood if they are to have maximum impact.

No doubt there is a need for federal and state programs to bring about some

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equalization in the distribution of resources or to stimulate new and innovative programs which, after an initial period, can be supported from local sources. But if our communities are to be revitalized, and if we are to find better solutions to problems that manifest themselves in the community, the *initiative* for change must come from the communities themselves. Communities must design, implement, and maintain community-based problem-solving structures that are controlled by local residents and involve a reasonable cross-section of all those affected by their decisions and actions.

Unfortunately, most communities are ill-prepared for such an undertaking. The present paper presents two educational innovations that may be helpful in working toward the goal of interactive community development. Neither program has been designed specifically to prevent or control juvenile crime or other misbehavior in school and in the surrounding community. Both, however, could have considerable impact on juvenile delinquency and youth crime. Each is supported by a significant body of theoretical literature and practical experience indicating that its assumptions are sound and its methods generally effective in preventing delinquency and in interrupting what appears to be a causal chain leading from school failure to school crime. Some of the areas that are relevant in this regard are curriculum tracking, perceived lack of linkage between schools and communities, perceived irrelevance of the schooling process by many students, low student commitment to school, lack of involvement by students in educational planning and decision-making, and lack of many peer teaching opportunities for students.

Partnership in Research, tested in New Hampshire and further developed following initial evaluation, is essentially a youth involvement strategy. It also has roots in one branch of social action theory, particularly in that reflected by what Donald T. Campbell has called the "experimental society" – a society in which progress is made by integrating the best of science and democracy (1). The Integrated Community Education System is basically a community involvement strategy. It envisions a radical restructuring of the educational system to provide for flexible and largely self-initiated programming for people of all ages and an open-ended school system which allows for life-long experiential learning.

PARTNERSHIP IN RESEARCH

The Partnership in Research strategy assumes that knowledge acquired through

active learning has a more significant impact than learning by passive acceptance. The transitory nature of knowledge also is imparted by this approach: knowledge gained through activity is experienced as a time-bound, situation-bound phenomenon requiring constant updating to be continually relevant. Partnership in Research is designed to keep the individual sensitive to an inquiry type of knowledge that encourages self-discovery, adaptation, and personal development – a basic mental posture that it is hoped will be adopted as a life-long strategy of learning and growth.

The PIR strategy was tested in spring 1972 in a New Hampshire senior high school (2). The prime interest was to involve as many students as possible in defining some of their major concerns with respect to the school setting. It was hoped that increased understanding of the educational setting might lead students to learn about school-related factors that contribute to social problems, such as juvenile delinquency and youth crime, school non-involvement, and dropping out. The high school, situated in a medium-large New England city, had a student population of close to 2,000 students in grades 9 through 12. Like most schools in the United States, it was co-educational.

During meetings between the vice-principals and research staff, a decision was made to initiate the project during the school's English periods. This ensured that practically all students would be reached initially. English classes remained the major source of communication between the project and the students, but the actual work of the project was an extracurricular option for the students.

PHASE 1: PLANNING AND INITIATION

Project staff made preliminary contacts with some students and teachers and prepared a questionnaire asking students to name three of the most pressing concerns or problems they felt needed attention in the school. The questionnaires were presented and the study explained to each English class by project staff, starting with the senior classes and recruiting and instructing volunteer senior students, who then acted as assistants, administering questionnaires and introducing the study to the junior, sophomore, and freshman classes. This completed the first step in turning the study over to the students.

Besides the initial questionnaire, each student in grades 9 through 12 received a questionnaire to give to his parents. Parent questionnaires asked about priorities of concerns and whether or not parents should be involved in this kind of study.

Teachers received a similar questionnaire, as did the janitorial staff and the food services staff. Also, each student who had dropped out during the current school year received a questionnaire and was asked to designate a student still in school who would act as a liaison between himself and the study.

PHASE 2: FORMING STUDENT TASK FORCES

The return rate of the questionnaires filled out by the students was close to 100 percent. One-third of the teaching staff and approximately 5 percent of the parents returned the questionnaires. There were practically no responses from the janitorial and food services staff or from students who had dropped out earlier in the school year (which may suggest a feeling of isolation predominant in these groups).

Eight major topics surfaced that led to the formation of student task forces or study groups to look into the following student concerns:

1. *School Rules.* This group was to study school regulations and measures taken at the school, as well as the relationship between school, police, and the courts.

2. *Race Relations.* This group was to study ways to improve race relations among students. Concerns were particularly expressed by students who experienced during the previous school year serious disruptions in school because of racial conflicts.

3. *Drug Misuse.* This study group was interested in looking into student involvement in drug misuse and presenting some suggestions for coping with this problem.

4. *School Programs for the Non-College-Bound Student.* This study group was to investigate programs available to the student seeking a vocational career and needing preparation to enter the labor market.

5. *School Programs for the Academically Inclined Student.* This study group was to look at programs for the college-bound student.

6. *Student Roles.* This group was to study the roles of the high-school

student, his rights and responsibilities. They were to focus on the way students can be involved in curriculum planning and other aspects of the administration of the school. This group's emphasis was central to the major study objective of mobilizing untapped student resources.

7. *School and Community*. This group was to study the relationships of the school to the community, the voters, the taxpayers, and the authorities (such as the School Board), and to come up with suggestions to improve these relationships.

8. *The Drop-out Problem*. This study group was to interview school drop-outs and planned to develop alternative educational programs for students who feel alienated from most current educational programs.

All groups began with a nucleus of a few students who were highly involved in the particular issue and who volunteered to recruit additional students to help with various study tasks. Special efforts were made to keep established student leaders from taking over the study group by assigning traditionally active students, already in leadership roles in the school, to individual assignments in the project that were independent of the study groups. Leadership positions in the study groups thus were open to students who previously had little opportunity to express themselves or take leadership. This gave the project the opportunity to mobilize untapped student resources while still making use of active student leaders for important tasks outside the study groups.

PHASE 3: STUDY GROUP PROJECTS

During Phases 3 and 4, a recently graduated college student, who had experience in working with groups, was the resident project staff at the school. She acted as advisor and liaison among the project, the teaching staff, and the school administration. While the initiative was left primarily to students, coordination and assistance were actively provided by giving support as soon as the need was perceived.

With the help of the director of the business department, the research assistant set up an office space for the project. Two students from the business department were employed part-time by the project under a student work program. This project office provided services to the various study groups and maintained contact with the students.

The various study groups of volunteer students went about their business in their own ways. One group decided to interview local citizens about their attitudes toward smoking, alcohol, drugs, open campus, or school rules. Another group interviewed dropouts. One group, after several meetings and uncomfortable discussions, got scared and disbanded, but not before they had designed and administered a questionnaire probing racial attitudes. The group studying academic programs designed a questionnaire and administered some, but the group lost interest generally.

Two groups were quite active and involved, and carried out productive programs. The vocational program group presented plans for students, in conjunction with staff, to run the cafeteria on a business-like basis in order to learn the food services trade. They also proposed to develop and operate a school-based communications center with its own 5-mile radius radio station, video studio for intramural T.V., and a student newspaper. They made a field trip to a neighboring state to visit a student-operated radio station and reported back to the project.

The drug abuse group probably was the most active and most involved. Each student had a good reason to be part of this group. One was a former heroin user who returned to school after treatment to finish his requirements for a high-school diploma. Others had had experiences with drugs or had brothers, sisters, or friends who used drugs, or parents with an alcohol problem. Some were just deeply concerned about what they saw happening around them. This group visited local facilities for drug prevention and treatment, designed and administered a questionnaire, compiled some of the results, and conducted a workshop at the end of the project.

PHASE 4: WORKSHOPS

Four groups conducted workshops during the last week of the project. These included the groups studying drug use, school rules, vocational curriculum, and student roles. The panels were composed of students, while other students and teachers were the participating audience. These meetings were videotaped and replayed for students at the school to pass on some of the information and ideas generated by these activities.

SUMMARY RESULTS

This peer-conducted research effort demonstrated that high-school students,

working under their own volition, can develop questions and identify issues that are highly relevant to their own interests and development. The collection of data actually was secondary to the real goal of this endeavor, which was to involve students in observing and evaluating issues that have a significant impact on their lives.

The project was exploratory and had only limited financial backing. These restrictions were offset by the enthusiastic support the study received from students and from some of the school staff. It is recommended that future attempts to carry out PARTNERSHIP IN RESEARCH projects be made part of the regular school curriculum, rather than appended to the school program as an extracurricular activity. This kind of scientific inquiry then could develop a tradition of its own and become, for certain research projects, more sophisticated in research methodology. Projects then might focus on other problems, not directly related to the school, that are of special interest to students.

The findings of the study groups were modest and the methods employed were relatively unsophisticated. Yet, the method and the findings are valuable from several points of view:

1. Interesting facts were uncovered.

2. The project gave students the opportunity to make a deep, personal commitment to an activity that was aimed, in part, at learning more successful coping strategies.

3. The project provided an example of a democratic educational experience by giving students the opportunity to act as independent participants and by showing respect for their critical insights.

4. The sharing of decision-making gave the students the opportunity to experience an existential equality with the adults involved.

5. The open, honest, and objective confrontation with social problem issues provided a learning experience that seemed to enhance personal growth.

6. The learning that resulted from participation in the process of research seemed to produce a much deeper understanding than could be expected

from the reading of a final report and listening to a lecture. The existential approach seems to facilitate acquisition of the learning and adaptive skills necessary for survival. The focus of this method on self-evaluation, self-help, self-development, self-growth, within both the individual and the group, should lead to continuing growth.

For many kinds of behavior, such as drug abuse, alcohol abuse, juvenile delinquency and youth crime in school and the community, legislation appears to be highly ineffective as a control mechanism. In fact, some laws and the difficulties inherent in their enforcement may simply aggravate the problem. Educational methods, such as PARTNERSHIP IN RESEARCH, may offer a more effective means of prevention and intervention. The study in New Hampshire was intended to provide exploratory material in support of this thesis.

THE INTEGRATED COMMUNITY EDUCATION SYSTEM

Partnership in Research might be particularly effective if it were part of an Integrated Community Education System (ICES) (3, 4). To the general public research is not an ally. The average citizen often perceives research as a tool of government or under the control of large corporate interests that tend to exploit the consumer. Until very recently, research has been preoccupied with peculiarities and deficiencies of individuals and little attention has been paid to deficiencies and injustices in government-provided services or to corporate actions that are in conflict with public interest. Specifically, social science has focused on individual "deviants" and their characteristics, almost totally neglecting environmental and social factors and their impact on individual behavior.

All this is changing. Science is beginning to serve more directly the public interest and may become a powerful tool for communal problem-solving. Donald T. Campbell proposes to create an "experimenting society" that makes science its servant and takes as its values the best of those of both democracy and science: honesty, open criticism, and a willingness to change in the face of new evidence. He calls for actions that integrate science and social concerns by adopting rigorous, rational, and scientific evaluations of new programs and ideas that allow further development of the best and modification or discontinuation of those that prove ineffective. Campbell suggests that we develop such evaluation research into a "folk science" that can be applied in a do-it-yourself fashion with voting-booth consequences.

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The Integrated Community Education System (ICES) seems to hold promise for the creation of an informed and involved citizenry that can deal constructively with both the scientific aspects of social program development and the political constraints and consequences associated with responsible program decisions. The ICES is distinguished from other educational models in that it incorporates all of the following major features:

1. The system is planned, administered, and controlled by the community. ICES is created through intensive community participation and responds in part to changing community needs.

2. ICES is based on the concept of life-long learning for all interested persons.

3. Most learning environments are multi-age.

4. Educational opportunities are flexible to meet individual objectives of students.

5. Two substantially different structures are the basis for all instruction:

   a. The General Education Structure operates learning environments that emphasize success and personal development while exploring subjects in a non-threatening way to broaden one's knowledge without the possibility of failure; and

   b. Career Education Structure operates learning environments which demand strict, disciplined learning that allows for serious and hard work toward skill development in the particular subject area.

6. Because of the multi-age learning environments and involvement of the community in their planning, administration, and control, ICES programs are envisioned as year-round educational programs.

The Integrated Community Education System has no narrowly defined educational programs or schools such as junior high, senior high, adult education, community college, or extension programs. Instead, a conceptually-based mode of instruction is offered for each of three different groups or levels:

Level I: Children, from birth to seven years of age

Level II: Children and youth, eight to fourteen years of age

Level III: Young adults and adults, fifteen years of age and older.

LEVEL I PROGRAMS

For children from birth to seven the mode consists of services directed toward need fulfillment and motivational, social, psychological, and physical development. This level, Comprehensive Children's Services, utilizes extensively students of all ages enrolled in level II and III programs, applying cross-age tutoring to its fullest with all the benefits that accrue for the student volunteer. At this level, services also are provided to parents directly. All level I programs are voluntary.

LEVEL II PROGRAMS

For children from eight to fourteen years, educational strategies are directed toward the further development of social and communicative skills as well as instruction in basic subjects. For this age group attendance is mandatory and students and teachers are held accountable for meeting certain educational standards.

LEVEL III PROGRAMS

For the young adult and adult group, participation is again voluntary and the individual selects his own educational objectives with the help of an educational guidance counselor. The educational opportunities available at this level, including personal development as well as academic, vocational, and social skill development, permit any number of combinations of these different programs at any one time. Education for the young adult and adult consists of a life-long process of learning and teaching, since teaching or tutoring others at any of the three levels becomes a part of the individual's own learning and growth.

MAJOR ICES PROGRAM FEATURES:

COMPREHENSIVE CHILDREN'S SERVICES

Noting the results of recent educational, psychological, and medical research

documenting the crucial importance of the first eight years of life (5), Wilson Riles, Superintendent of Instruction for the State of California, sought and received benchmark legislation that allows for the development of comprehensive plans for early childhood education. Early childhood education is one of the principal components of the Integrated Community Education System, but the latter goes beyond the early childhood education concept to include Comprehensive Children's Services for the youngest target group – children from birth to seven years of age. These services would be provided on a community basis through neighborhood children's centers operated by professional child care staff who receive maximum support (professional services and student participation on a voluntary and paid basis) from other components of the Integrated Community Education System.

Neighborhood children centers would be numerous, well equipped, and prepared for quality service to children and their parents. Parents could bring their small children any time to the neighborhood children's center where professional services would be available. The emphasis would be on making them content while they are there, to provide them with comfortable shelter and food, to play with them, and to give them attention and love regardless of their background or home environment. All these services would be provided by students from the Integrated Community Education System, working under the supervision and guidance of professional staff.

Everyone involved would benefit from such a system of children's centers. The children would experience warmth and comfort and over the years would develop a strong positive attitude toward the community. Parents would utilize these centers as a welcome resource. They would be offered opportunities to take part in in-service education to learn child-rearing and child care, thus enabling them to become more effective parents. Student employees or volunteers would derive great satisfaction from the services they provided and would themselves learn a great deal from their participation in in-service education in child care and development. The community would benefit from the early identification and fulfillment of the needs of children and youth.

In our preoccupation with machines, we have come to expect a gas station on almost every street corner. If service stations are not abundantly available to take care of our cars, we feel that vital resources are missing. It is time that we perceived the critical lack of resources to serve children and young people and to insist that these resources be provided and developed.

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ICES PROGRAM STRUCTURES: GENERAL AND CAREER EDUCATION

Under the ICES model, the student aged seven or older has the option to choose programs in two basic education structures: general education or career education. Students who successfully complete certain career education requirements have the further option of entering higher education through the professional education structure, which is equivalent to our present college-level instruction. The term "career education" as used in this paper should not be confused with vocational training or trade training. As used here, the term refers to any disciplined learning that has clearly defined objectives. These basic structures, with their differing educational objectives and methods, provide the depth and diversity that give the individual the freedom to construct his own educational program to fit his particular needs. The teacher also is provided with a variety of teaching environments, enabling him to express his own teaching style and pursue his own interests.

The core of both the general education structure and the career education structure is the classroom or a class module. As the educational pioneer Pestalozzi put it, "a country's future is decided in its classrooms." It is equally true that the individual's future is decided in the classroom. In our culture, the classroom is – potentially, at least – the most universally available environment for learning, thinking, and exchanging ideas, for maintaining perspective, for practicing equality and justice, and for encouraging respect and love for others. The classroom should be a "laboratory of life" in both a personal and a communal sense.

GENERAL EDUCATION

General education provides for learning activities designed primarily to enrich and to motivate without fear of failure. Activities are exploratory, and structured to encourage the student to seek out, for as many subjects as he wishes, the more demanding educational programs offered in career education. It should be possible to fulfill minimum educational requirements by attending general education classes and achieving a level of reading, writing, and arithmetic that fulfills the requirements set by the state. Most individuals probably would combine general education classes with career education classes: the teacher of general education classes would place primary emphasis on the general welfare of the student as an individual. In addition to presenting subject matter in a nonthreatening and col-

laborative manner, the teacher in this educational environment would pay a great deal of attention to the personal needs of his students. The subject matter or class focus becomes a means of achieving multi-faceted goals related to personal development and individual growth.

A concrete example of how these general education classes are envisioned is shown in the foreign language module, such as French. In general education, individuals of varied backgrounds meet for an introduction to the French language and culture. A variety of aspects related to the French culture such as music, philosophy, politics, cooking, and sports are explored. Exposure to the language would be provided through records, tapes, films, and conversation. No specific learning objectives would be set because the education structure of general education is motivational and enrichment-oriented rather than achievement-oriented to meet preconceived objectives.

Naturally, this multi-age, multi-background student group may learn a limited amount of French that would be useful in travel abroad or in future professional work. However, students could expect to have a pleasurable educational experience that widens their horizons. For some, the program may prepare them for a more demanding program in French under the career education structure. Similar exploratory treatments of other subjects, such as science, mathematics, history, homemaking, or vocational skills, would be presented in learning environments conducted by competent teachers who are primarily motivators and facilitators of growth for their students.

Another example of a general education class module is the physical education program. Within the general education structure traditional team-based competition would be discouraged. Exercises and sports would be undertaken for enjoyment. Individuals of all skill levels would be accommodated, and teams necessary for certain games would be frequently reconstituted to provide variety in team composition and to foster non-specific competition.

There is much to be learned from the non-competitive educational structure in which, while the individual is not graded, the class as a whole may develop its own "grading" system to address questions of the benefits and relevance of the learning activities on a class-wide basis. They may consider the contribution not only of the teacher but of the students as well.

CAREER EDUCATION

The learning environment within the career education structure is substantially different from that of the general education structure. Career education classes have specific learning objectives that will be met throughout the class sessions. Students of different backgrounds and ages are grouped together by virtue of their common educational objectives. Participating students voluntarily subscribe to disciplined and specifically goal-oriented activities that can be carried out only if efforts by the students and the teachers toward reaching class goals are consistently maintained. The pay-off for these efforts are the skills learned as specified in the class objectives. Therefore, students and teachers are highly motivated to achieve in the particular subject chosen. Career education courses lead to higher education or professional education as higher education is an extension of the strict, disciplined career education structure.

In contrast to the French class in the general education structure, a career French class is clearly devoted to teaching specific language skills. For example, French I has a clearly defined beginning and a clearly defined end. French II builds on French I with its own clearly defined objectives. The career education structure with its career credit system allows a person to pursue particular skills throughout the career structure and beyond by moving into the professional education structure that is represented by our university and higher education system. The professional education structure, for example, would provide an individual with qualifications as a French teacher or certified interpreter.

In physical education, career education would include the highly competitive team membership or individual athletic achievement that in today's schools, where few general education opportunities exist, excludes unfortunately many students from sports activities.

Vocational training provides another example for contrasting the two basic education structures. In auto mechanics the general education structure would offer programs that expose the students in a disciplined way (no education can proceed without discipline with respect to the educational environment and the maintenance of equipment and tools) to auto mechanics. These courses would be motivational and exploratory, but might also include arrangements for the student to get work experience in an operating auto mechanics business in the community. Then, when the individual is ready to accept the challenge of career train-

ing, and is willing to expend the effort to acquire professional auto mechanic skills, he must either enroll in a career education class with specific educational objectives in this field, or he must enter into a formal apprenticeship agreement with an operating business in the community.

These two educational structures complement each other. They replace tracking students by allowing the student to tailor his education to his own needs through a combination of components from both educational structures. The opportunity for the individual to participate in the design of his own educational plan (including any combination of exploratory general classes and strict career classes) and the opportunity to keep educational options open throughout life are the main features of the Integrated Community Education System.

Many of the alternatives available in traditional schools appear limiting and often degrading. Continuation high school, low-achiever tracks, and special programs for the educationally handicapped provide little variety or flexibility. An appropriate combination of general education and career education would allow a person to escape labeling or identification as a member of a low-status program. Most slow learners are not slow in all subjects. This approach gives the youth who needs primarily general education classes the opportunity to explore in greater depth an area in which he feels the greatest motivation and competence. He may enroll in the career class in auto mechanics or physical education, for instance, while remaining in the general education structure for other subjects.

EDUCATIONAL REFORM AND DELINQUENCY PREVENTION

Both Partnership in Research and the Integrated Community Education System concept are directed toward the broader goals of revitalization of the community and its educational institutions. There are, however, some important implications for the prevention of youth crime and misbehavior which arise indirectly from such factors as: involvement of youth in their communities and in their own education; reduction of the artificial barriers which isolate young people from persons of both younger and older age groups; elimination of low-status educational groups (tracking, continuation schools, underachiever programs, etc.); involvement of youth and community residents in studying such problems as student crime and in designing solutions based on their own observations; increasing the importance of the student role within the school; improving the fit between the student and the learning environment; and reducing the split between

student and teacher roles, and between the functions of teaching and learning, by combining each individual's own education with the tutoring of others.

If the strategy is to be set within a typology of "prevention" approaches, it can be viewed as *educational*, as opposed to the more common medical and legal models. In contrast to medical and legal approaches, the educational strategy assumes a basic outlook of growth and development and perceives the individual to be helped as student or "learner," a role that is maintained throughout the life by many educated persons. The requirement of the medical approach that the person to be helped adopt the role of "patient" and the requirement of the legal approach that the person adopt the role of "criminal" or "delinquent" are viewed as detrimental to individual growth and maturation. These two requirements, and the stances generally adopted by mental health, criminal justice, and law enforcement professionals, tend to have stigmatizing effects and often are counterproductive by preventing social readjustment. The educational strategy does not need to apply negative labels (although frequently it too falls into this trap), but instead applies the supportive label of "student" that can enhance self-esteem and facilitate growth.

It is suggested that these and other learning models can be successfully applied in social problem-solving, particularly before sanctions based on medical models and legal models are employed. Such an approach may prevent a great many individuals from becoming "patients" or "convicts" by keeping them in a learning role as involved and motivated students. Education, then, might largely replace treatment, therapy, and correction, which could be reserved for less responsive persons and persons who present a serious danger to themselves and to others.

Partnership in Research, which involves public school students in the scientific examination of issues important to them, and the Integrated Community Education System, which anchors the public school to the local community, offer a unique opportunity to build a strong foundation for the experimenting society required for responsible change and problem-solving.

By bringing young people and other community residents into the process of experimental problem-solving, we can benefit from the utilization of as yet untapped human resources in our efforts to control delinquency and crime, alcoholism, drug addiction, and other social problems. By providing citizens with a

means of effecting change through active participation in the democratic processes of government, we also can offer a viable alternative to apathy and irresponsible behavior. At the same time, we can move in the direction of an experimental society with local responsibility for and interest in the quality of its social programs and their rigorous evaluation.

FOOTNOTES

1. Tavris, Interview with Donald T. Campbell, PSYCHOLOGY TODAY, 1975.

2. This research was supported in part by a grant from the New Hampshire Governor's Commission on Crime and Delinquency to the Research Center of the National Council on Crime and Delinquency and by General Research Support Grant 1SOL RR-05693-02 from the U.S. Public Health Service: Wenk, E., PEER CONDUCTED RESEARCH: A NOVEL APPROACH TO DRUG EDUCATION. Paper presented to the First International Congress on Drug Education, held at Montreux Vd., Switzerland, October 14-18, 1973.

3. Wenk, Ernst, "Schools and the community: A model for participatory problem-solving," in Wenk, E., (ed.), DELINQUENCY PREVENTION AND THE SCHOOLS: EMERGING PERSPECTIVES, CONTEMPORARY SOCIAL ISSUES, Vol. 29, (Beverly Hills, CA: Sage Publications, 1976).

4. Wenk, Ernst, "Juvenile justice and the public schools: Mutual benefit through educational reform," JUVENILE JUSTICE, 1975, 26, 7-14.

5. California State Department of Education, EARLY CHILDHOOD EDUCATION: REPORT OF THE TASK FORCE ON EARLY CHILDHOOD EDUCATION (Sacramento: Department of Education, 1972).

Course 7 - The Community as a Problem Solving Resource

Module 7.1 - Role of the Community

Background I-D 7.1.3

Background Materials

"Enrolling Community Support"

An article by Marilyn Steele, Charles Stewart Mott Foundation, in Journal of Research and Development in Education, Volume 11, Number 2, 1978.

(See attached)

ENROLLING COMMUNITY SUPPORT

MARILYN STEELE
Charles Stewart Mott Foundation

Question: Does enrolling community support through establishment of Community Education programs reduce violence, vandalism, and delinquency in community schools?

Answer. There is limited evidence to suggest that there may be less violence, vandalism, and delinquency in some schools with programs of Community Education, but there is not enough information upon which to draw conclusions. If community support represents students and residents in the development of and participation in relevant programs, it is likely that school violence and vandalism may be reduced.

COMMUNITY EDUCATION DEFINED

Impossible as the task is to draw definite conclusions about the potential of Community Education to reduce disruption and destruction in schools, nevertheless empirical research, current data, and examples of public school districts with programs of Community Education, will support the hypothesis that Community Education *has* favorable potential for reducing incidents of student disruption and destruction in our nation's schools.

In a nationwide survey of 1006 staff persons employed by local education agencies operating programs of Community Education, the majority agreed with the following minimal definition of Community Education:

A program operated by a school district or comparable jurisdiction consisting of program units, each of which:

1. is based at a school building ("community school") or comparable facility which presents itself and is recognized as a community center.
2. is staffed by at least a half-time Community School director (i.e., a person whose job is to facilitate the development and operation of total community programs through the community center).
3. is advised by a community advisory council whose membership:
   a. has a profile (race, ethnicity, sex, age, income) which reasonably matches the profile of the corresponding community.

b. is comprised of at least 50% indigenous community residents who have been democratically selected with the balance being representatives of significant organizations (including the school) based in the corresponding community.

4. engages in:
   a. systematic and comprehensive assessment of human needs in its community.
   b. logical planning (including specification of goals; priorities and time-specific objectives in the design of programs) to address identified needs.
   c. program execution.
   d. plan and program evaluation.

Research Triangle Institute of Raleigh-Durham, North Carolina, received a grant in 1976 from the Charles Stewart Mott Foundation of Flint, Michigan, to undertake a National Assessment of Community Education with 12 national surveys and 16 product outcomes of such assessment.

More important than agreement to the verbalization of a definition of Community Education is the identification of basic elements accepted and practiced in school districts which reflect standard criteria for Community Education. In this way, it may be possible to sort out those communities that practice Community Education from those which merely add the word "Community" to their district's title and offer an adult education program as an adjunct to the normal school day's operation.

Some 36% of the schools in the national survey are offering extended day programs which means that they open their schools for use to the surrounding community after the close of the normal school schedule for adult education and recreation programs which may or may not include extended day recreation and enrichment programs for youth. There is substantial agreement from 679 districts responding which were recognized as Community Education programs by centers of community education that these are the minimum criteria for classification as Community Education programs.

1. The school district has an established citizen's advisory group (77%).
2. The board of education has a formal board resolution in support of Community Education (82%).
3. The schools support cooperation and coordination with other community resources (86%).
4. The district engages in a formal neighborhood needs assessment process to determine programs of education to meet community needs (52%).
5. The district integrates K-12 programs with Community Education (56%).

The critical element identifying Community Education is the involvement in decision-making of citizens at the neighborhood level in determining needs, priorities, programs, and evaluation of factors affecting the quality of life in their own communities including the schools. The preceding criteria form a standard checklist for the district level program of Community Education.

Significant persons who ought to be community-selected are neighborhood citizens including parents of school age students, citizens, teachers, school administrators, secondary students, agency representatives of area social services, and local businessmen. Such a representative advisory group can communicate with the board of education their concerns and aspirations for their own community and schools. Community Education implies an open climate and an open instructional program which encourages citizens to enter and leave the school at will, volunteering for a variety of helping roles as needed. At the present time,

some four percent of local education agencies are operating programs of Community Education which purport to meet the minimum criteria while 36% are operating Community Education which does not meet the standards. In one form or another Community Education affects some 40% of our nation's schools.

The question of enrolling substantial community support to work toward the reduction of school-related crimes cannot be answered merely with analyses of school district practices. The present statistical profile suggests that Community Education operates most frequently in small rural districts. Usually such community schools are both small and remote. According to Research Triangle Institute's study (1977), there is a total of 1107 school districts with programs of Community Education.

Many of the urban areas with programs of Community Education which approximate the definition and the criteria concentrate such programs in central city or schools located in ethnic ghettos whose students are segregated by race, by low income, and of lower educational attainment of their parents. Such central city schools often suffer higher drop-out rates and low or average daily attendance rates; violence, vandalism, and delinquency are common. Thus, Community Education tends to occur in small rural school districts or in city ghetto schools because Community Education was perceived by school boards and administrators as a possible solution to problems caused by the isolation of remote rural areas or by the racial and economic isolation of city ethnic neighborhoods.

For comparison, the Senate Subcommittee report on Juvenile Delinquency surveyed 757 public school districts with enrollments of 10,000 pupils or more (Bayh, 1975). However, indications are that violence affects schools in every section of the nation and continues to escalate.

Student Alienation

The act of vandalism appears to be a manifestation of student alienation. The Syracuse study conducted by Syracuse University Research Corporation found that in schools where the average daily attendance was lower, the violence and vandalism rates were higher. This may be explained by the possibility that students excluded from school ultimately return frustrated by such exclusion, and the school becomes the object of vengeance (Bayh, 1975).

Theories about alienation generally include not one but several forms. Melvin Seeman, University of California at Los Angeles, has identified six varieties which together provide an appropriate, systematic description of the varied forms of alienation.

1. *Powerlessness*. The sense of low control vs. mastery over events. Powerlessness is exhibited by low confidence to control one's own destiny (Seeman, 1975).
2. *Meaninglessness*. A sense of the incomprehensibility of social affairs whose future course one cannot predict (Seeman, 1975).
3. *Normlessness*. An expectation that socially unapproved means are required to achieve personal goals. Social norms are no longer effective to control behavior so rulelessness and anarchy are emphasized. Thus, normlessness results in deviant behavior from the norm (Seeman, 1975).
4. *Values Isolation*. Cultural estrangement is a synonomous phrase which means the individual's rejection of values held dear by society. The resulting attitude is one of disillusionment with our major institutions (Seeman, 1972).
5. *Self-estrangement*. This form of alienation may result from failure to achieve self-actualization: the sense

of discrepancy between ideal self and actual self; the failure to satisfy inherent human needs (Seeman, 1972).

6. *Social Isolation*. The individual's low expectancy for inclusion and social acceptance. These feelings are expressed in loneliness or rejection (Seeman, 1972).

The study, "Urban School Crisis," suggests that vandalism may be a serious attempt to destroy the schools.

> Perhaps the most serious aspect of vandalism is the set of messages it conveys: that students look upon school as alien territory, hostile to their ambitions and hopes; that the education which the system is attempting to provide lacks meaningfulness; that students feel no pride in the edifices in which they spend most of their day. (Bayh, 1975).

A basic assumption of Community Education is that meaningful involvement by neighborhood residents results in their participation in school program development and decisions, and the schools gain community support. Therefore the extent of youth representation and involvement in program development, decision making and participation in day school and voluntary after school programs likewise will gain community youth support for the schools. If there are no enrichment programs for youth despite the title "Community Education," it is doubtful that the concept will have much impact upon reducing vandalism and violence. Youth programs must be viewed as meaningful by youth if such involvement is to produce positive support from young neighborhood residents. Youth recreation limited to an available gymnasium, basketball, and hoop under the rubric of Community Education for youth cannot be expected to produce results which are significantly better than non-community schools.

The extent to which young people take pride in their community schools and simultaneously gain a sense of belonging and personal membership through genuine involvement likely can make the difference between young vandals and young community supporters.

Reduction of School Vandalism in Community Schools: Two Studies

The cost of vandalism has been increasing, documented in Bayh's report. The Baltimore, Maryland Public Schools' survey of 39 cities reported vandalism losses in these cities in 1968-69 of $12,000,000. *Education, U.S.A.*, 1971, estimated that vandalism was costing $200 million annually. Two years later Dr. Norman Scharer, President of the Association of School Security Directors, stated that vandalism, theft, and arson cost the schools over a half billion dollars. By 1973 the average cost per district was $63,031. But in larger urban districts with 25,000 students and above — where 60% of the vandalism occurred — the average cost per district in 1973 was $135,297.

Two studies have been conducted to test the assumption that implementation of community schools can reduce the incidents of school vandalism. Willie Sanders Ellison (1974) analyzed the impact of community schools, using criteria required by California Center for Community School Development, in an elementary school district with 15 elementary and three junior high schools in the southern part of the San Francisco Bay Area.

Like the typical problem-prone community school in urban areas, the schools in Ellison's study had a higher percentage of student turnover, of families on welfare, and of students from broken homes than the other schools. The percentage of student achievement at or above grade level was lower in community schools than in non-community schools.

During the first year of community

schools, vandalism dropped throughout the system, especially in the designated community schools. However, conversion to community schools had little or no effect on the reduction of incidents of vandalism as shown in Table 1.

TABLE 1

A T-Test of the Mean Number of Incidents of Vandalism Per Year in Community and Non-Community Schools

Time Frame	Community School Vandalism Incidents (N=7) Mean	Non-Community School Vandalism Incidents (N=11) Mean	t Stat.	Signif. Level
Vandalism Incidents 1972-73	50.209	25.545	2.5982	.0194
Vandalism Incidents 1973-74	43.286	19.182	3.0781	.0072
Percentage of Change	13.79	24.91		

Source: The Office of Community Education Research. *Community Education: Issues and Answers*. Ann Arbor, Michigan: The University of Michigan, 1976. Table 6, p. 32.

Non-community schools experienced a greater decrease in vandalism than community schools during the period of time in which the study took place. Positive correlations were found between the number of incidents and the cost of vandalism and the percentage of students achieving at or above grade level (Ellision, 1974).

As for the cost of vandalism, the community schools experienced a greater decrease in the dollar cost of vandalism than the non-community schools during the period of time in the study as Table 2 indicates.

Mean per student cost of vandalism for 1972-73 and 1973-74 was nearly three times that of non-community schools. However, per student cost decreased more for community schools than for non-community schools during the time of the study. The fact is, despite the handicap of selected as opposed to random placement of community schools in more difficult neighborhoods in terms of

TABLE 2

A T-Test of the Mean Cost of Vandalism Per Year for Community and Non-Community Schools

Time Frame	Community School Vandalism Cost (N=7)	Non-Community School Vandalism Cost (N=11)	t Stat.	Signif. Level
Vandalism Cost 1972-73	$4,285.00	$1,445.00	3.4885	.0030
Vandalism Cost 1973-74	$3,057.00	$1,354.00	2.8607	.0113
Percentage of Change	28.66	6.30		

Source: The Office of Community Education Research. *Community Education: Issues and Answers*. Ann Arbor, Michigan: The University of Michigan, 1976. Table 7, p. 33.

socioeconomic characteristics, vandalism decreased communitywide.

The second study to test the assumption that Community Education can have a positive affect on reducing vandalism in a school was conducted in a small rural Michigan community by John L. G. Palmer (1975). This study concerned the use of Community Education as a deterrent to violence and vandalism not only in the schools but in the entire community as well. The information collected for the study reflects all of the Community Education programs including recreational activities, actual adult participation rolls, relevant data from area business, and the level of criminal incidents in 16 crime categories over an eight-year period in the community studied. These data were gathered from the public school district, the city police department, and various city businesses.

Sixteen different items were used by Palmer to determine whether the initiation of the Community Education concept helped reduce the degree of vandalism and violence in the school and community. The degree of vandalism and other crimes decreased significantly on four of 16 items but increased significantly on nine of the items, indicated in Table 3.

Significant decrease from the before to the after time period was recorded for vandalism.

TABLE 3

Differences Between the Mean Number of Specific Incidents of Vandalism, Crimes and Violence Before (1966-1969) and after (1970-1973) the Initiation of the Community Education Program

Incidents	Average Per Quarter (1966-1969)	Average Per Quarter (1970-1973)	t Stat.	Signif. Level
School Vandalism	30.94	13.19	+3.98	.000
Auto Thefts	5.43	2.66	+3.18	.003
Destruction of Property	15.88	1.44	+4.82	.000
Traffic Accidents	76.06	55.69	+4.50	.000
Larcenies, Excluding Auto Thefts	31.44	74.06	-8.16	.000
Police Assists	123.25	167.25	-5.83	.000
City Ordinance Violations	13.13	22.19	-2.39	.025
Drunkenness	11.38	20.94	-4.96	.000
Disorderly Conduct	45.94	138.38	-8.25	.000
Driving While Intoxicated	4.94	13.38	-4.21	.000
Road Violations	16.38	30.69	-3.08	.004
Police Investigations	100.75	143.25	-3.65	.001
Accidents other than Traffic	18.75	49.75	-6.18	.000
Burglary	12.00	11.94	+0.33	.974
Liquor Law Violations	7.44	5.56	+1.26	.218
Juvenile Incidents	1.63	0.69	+1.11	.276

Source: The Office of Community Education Research, *Community Education: Issues and Answers*. Ann Arbor, Michigan: The University of Michigan, 1976, Table 10, p. 38.

auto theft, destruction of property, and traffic accidents. Thus the community school concept was probably a deterrent to violence and vandalism in both the public schools and to the larger community. Significant increase was found in the level of larceny — excluding auto theft, police assistance, city ordinance violations, drunkenness, disorderly conduct, driving while intoxicated, road violations, and other accidents from the before to the after period. No significant change was found in the level of burglary, liquor law violations, or juvenile incidents between the two periods of time in the study. In addition, positive correlation was established between the increased citizen participation in Community Education and the decreased level of public school vandalism during the after period of the study. At the same time there was no correlation between the course offerings of Community Education and increased participation rates and the changes in crime in the community during the after time period.

The primary hypothesis of the study was borne out — the school vandalism decreased significantly with the establishment of programs of Community Education in a small rural community. In addition, there was positive correlation between increased public enrollment and decreased public school vandalism. But Community Education had no influence on several variables related to the school and the community.

The data from these two studies are inconclusive because the outcomes do not agree. Further research is needed to answer the question conclusively: does Community Education reduce incidents and costs of violence and vandalism in schools?

Violence and Vandalism in Urban Community Education

Community Education began in Flint, Michigan, in 1935, when Frank J. Manley, Director of Physical Education, convinced Charles Stewart Mott, millionaire philanthropist, to contribute $6,000 to keep five schools open during the summer to provide safe and supervised recreation activities for neighborhood youth and adult education programs for neighborhood adults. From that modest beginning, Community Education programs operate until ten o'clock at night in 52 schools in Flint, a community with school enrollments of 39,558, 51% minority — mostly black — and 49% white. Every school has an active community school advisory council and at least a half-time community school director to supervise Community Education programs.

By comparison with Senator Bayh's na-

tional estimates. Flint schools have not suffered increasing violence, vandalism, and delinquency. During the period 1973-1976, homicides, robberies, assaults on students and teachers, burglaries of school buildings, and drug and alcohol offenses on school property were lower than national statistics. As a matter of fact, student use of drugs and alcohol was less of a problem in 1975-76 than in 1974. Despite charges of racial segregation brought by the U.S. Department of Health, Education, and Welfare against the Flint Community Schools, there were no disruptions, and racial ethnic relationships could be described as "not much of a problem." The holding power of students during school year 1975-76 for community high schools was 91.2%, and the average daily attendance rate was 34,980 or approximately 88% of the students were in classes daily.

The Flint School District has a written statement of student rights and responsibilities for all community schools which holds the student responsible for both personal action and personal restitution, which is distributed to every child and mailed to every parent. Freedom of student press is described as "somewhat restricted."

While year-round teen recreation and enrichment programs and youth representation on community advisory councils likely have a positive affect, nevertheless, many security measures in addition to enrolling community youth support, likely contribute to the lower than average vandalism costs. Neighborhood adults — mothers, fathers, and non-parents — are employed in every secondary school as security aides who serve as parking lot patrols, hall monitors, and bathroom guards or generally in whatever capacity the principal deems appropriate. Little vandalism occurs before 10:00 p.m. because of citizen participation in Community Education programs. Vandalism costs were reduced one-third to about $60,000 in 1974 by the installation of a sensitive electronic sound monitoring device in every Flint school which requires that one security officer be on call 24 hours daily over weekends. Most vandalism is glass breakage. Robert T. Robison, Director of Business Affairs, estimates that 1975-76 vandalism costs were lower than 1974.

In addition, Flint was among the first school districts to establish a police/school liaison program which uses a plain clothes policeman to investigate community acts of delinquency, to counsel school youths as a deterrent to crime, and to enforce security when required in both school and community.

The Flint School District has a further responsibility in operating the Genesee Area Skill Center for use by high school students from all 21 school districts in Genesee County. Some 2,264 students use the Skill Center for vocational training during four daytime sessions. Included are programs for 252 handicapped youth which provide occupational training and job experience. Area adults use the Center for job training, upgrading skills, and retraining programs. A full-time community school coordinator supervises all of the extended day programs which operate 50 weeks a year, leaving two unscheduled weeks for building maintenance and repairs. Despite constant use by 4,500 adults during the fall and winter, 3,000 spring semester adult enrollees and a summer school program for 1,110 youth including 54% city youth, who were 3/5 black and other minorities and 2/5 white, there is virtually no vandalism to the Skill Center property or buildings. Located on a 60-acre site which is often used by enthusiasts of snowmobiles, go-carts, motorcycles and bicycles in eight years of operation, reported thefts from the Genesee Area Skill Center consist of: 3 car batteries; 3 CB radios; 1 tape cartridge; 1 set of hub caps; and 1 leather coat. There are no security guards or special devices employed. It should be pointed out, however, that the Skill Center is located in the suburbs of the Greater Flint area. Yet when used by inner-

city youth and adults, there is no violence, vandalism, or delinquency.

Comparable data from other urban districts is unavailable because identical records are not kept. Few urban districts operate Community Education programs in every school, and those designated as community schools tend to serve minority and/or lower income neighborhood groups whose students have experienced less academic success than the norm on nationally standardized tests. In Washington, D.C., for example, none of the 17 schools designated "community schools," have experienced any of the crimes alluded to in Senator Bayh's report according to William B. Pollard, Assistant Community School Coordinator. The student press is unrestricted, and the written statement of student rights and responsibilities is distributed to students only.

Statistics for the Grand Rapids, Michigan, Community Education Programs for 1975-76 are similar to Flint's. School-related robberies, burglaries of school buildings, and drug/alcohol offenses on school property were about the same as the average for 1970-73 of the 750 school districts of the Senate Subcommittee to Investigate Juvenile Delinquency, but homicides, rape/attempted rape, assaults on students and teachers were all lower. It should be pointed out that these comparisons are for 1975-76 rather than 1970-73 with the likelihood that there has been a national increase in the seven categories cited. Like Flint, freedom of student press is somewhat restricted, and a written student code of conduct is distributed to both students and parents.

Vandalism and Community-Planned School Facilities

Several well-visited Community Education facilities have been designed with community involvement in the planning to reflect citizen needs and concerns. They are unique community opportunity centers because they serve both youth and adults simultaneously, and they combine not only facilities for academic classes but include space for community use and services. The John F. Kennedy School and Community Center, Atlanta, Georgia, opened in 1971, as a middle school designed and built to serve a community that suffers from the blight and deterioration of the inner city. The middle school occupies 100,000 square feet of space while the community services wing uses an additional 125,000 square feet.

Twelve different community agencies including health, social services and child care and adult education serve up to 1,500 adults weekly. Eleven of the 12 original services still occupy the space because of its desirability in terms of design and construction and accessibility. Clifford A. Nahser, school architect, described the vandalism as minimal for these reasons:

1. High occupancy because people are there from 7 a.m.—11 p.m. including weekends.
2. School building design with inaccessible windows, bright graphics on interior walls, and glaze of Lexan.
3. A full-time community school director with activities which reflect the desires of the community.

Whatever vandalism has occurred has been chiefly glass breakage, during night-time periods of non-community use. The facility is equipped with a burglar alarm.

Another urban facility designed with and for community participation is the Dana P. Whitmer Human Resources Center in Pontiac, Michigan. The center opened in 1971, following five years of planning initiated by 256 residents who petitioned in 1966 for a new school. The building, an elementary school and a community facility, is located in the central business district.

The center's services include an adult education center, health counseling, family counseling and family assistance, employment training, placement, and counseling,

and welfare and emergency relief services. A Community Education coordinator directs all of the programs. Designed on three levels, interior corridor walls, despite white background, are decorated with brightly painted graphics. Vandalism has been minimal. A pedestrian street cuts through the center as an invitation to residents. Some 40 outside doors have contributed to security problems within the 175,000 square feet of space, but violence and destruction have not been a problem despite the availability of the school and center to the entire community.

The Blue Island Middle School, Blue Island, Illinois, is a community school opened in 1976, designed for an integrated mix of preteens in an architectural simulation of the Blue Island Community complete with streets and curbs, a traffic light, a village green, a city manager's office all as an attempt to prepare young people for entry into community life. One aspect of the middle school is the department of public works—in which every student is scheduled to participate—responsible for school time simple maintenance of equipment and facility. Unpaid student workers are assigned to the cleanup detail for their peers. The youth, many of whom are handicapped, have accepted the responsibility successfully, maintaining a new and tidy appearance in a near-Chicago community.

Thus, enrolling community support in the planning, design, and activities of a school facility can result in well-maintained buildings in large urban areas. However, the design, construction, and equipment can contribute either favorably or unfavorably to community vandalism. Bold, colorful graphics, glazing, inaccessible windows, available community services together with assigned student responsibility for maintenance seem to be partial factors to the continuing community pride and ownership in the well-maintained urban community schools cited.

Educational Facilities Laboratory (1976) suggests further that grafitti boards be placed strategically for student-inspired expression. Further for community programs to be run effectively free from conflict with other building programs, the following additional suggestions are offered:

1. The school is zoned for different evening and weekend community uses as well as for alternative daytime school uses.
2. Different zones are separated by gates strategically placed at corridor entrances.
3. Zones where separated have separate entries from the outside.
4. Offices of school and community supervisory personnel are located near multiple-use entries to school building.
5. Some supervisory offices are located near entry to recreational facilities.
6. There are places for people to gather comfortably near entrances and exits where groups can serve as potential "people locks."

Enrolling Student Support: Some Conclusions

Some public schools do make a positive difference in the lives of young people. Adults who will take the time to listen to pupils can provide the balance to harried parents who rush off to work before school-age children awake and return home at night too tired to cope with youthful problems. Students want similar broad options to choose from in secondary schools that colleges provide for college students, yet both need guidance in selecting classes relevant to personal goals.

The term "relevance" has become almost an educational cliché to describe programs that are closely related to student interests—almost the primary criterion for courses of study to be rated highly by students. Relevance implies the voluntary in-

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volvement of students in the planning, the process, or the outcome of learning.

In Community Education student involvement can be gained by providing the following opportunities for students:

- Involvement as a member of community school advisory councils which implies systematic planning, implementation, and evaluation of programs based upon formal community needs assessment which enlists student opinions.
- School cooperation with community agencies broadening the agency resources available to assist students.
- Mini-course electives in response to student-suggested classes.
- Varied school processes for learning as in Minneapolis, Anderson, Wilder, and North Star Community Schools.
- Availability of diverse performing arts programs to match student talents like the Disney Magnet School in Chicago.
- Vocational/technical or career courses whose placement record demonstrates favorable outcomes for program completers.
- Student involvement in the development of school code of conduct.
- Demonstration that community/administration/teacher support can improve student achievement in a school with high mobility rates as in the Oak Community School—Flint.

One analysis of secondary school disorders, disruptions, and crimes from 1950 to 1975 (Rubel, 1976) concluded that arbitrary school decisions made without student involvement invited counteractions by the students.

> We cannot overemphasize the importance of seeking student input: unless and until school personnel involve students—through whatever means suit the situation—in the development of actions purportedly geared to helping the pupils, we cannot see how *solutions* can be found.

Community schools in name only, irrelevant to community youth, are likely to reflect the increasing violence, vandalism, and crime common to large urban school districts. The underlying premise of Community Education is that the outcome of community involvement is school programs that reflect community wants and needs. Students who feel powerless to control the outcome of their own education, who feel a sense of incomprehensibility of school affairs whose outcome they cannot predict, who anticipate that school disapproval is required to achieve their goals, who are completely disillusioned by school will resort to rulelessness, anarchy, and deviant behavior.

Schools that make a difference in the lives of young people are relevant because they "involve" the students at critical decision points in the educational process: in equitable and continuing planning, development, and evaluation of school-related programs. That is the substance of Community Education.

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Model Program Descriptions

7.1.4.a. Jackson Community School, Salt Lake City, Utah

The Jackson Community School is an example of a community school in which a coordinator acts as a contact point between the neighborhoold and the services provided by social agencies. Lucy O'Terrell, the community school coordinator, has made it part of her job to identify the needs of neighborhood residents. Problems for which area residents need assistance include housing, health care, marriage counseling, and child abuse. Ms. O'Terrell has worked to discover which social service agencies could fill those needs and what the procedures are for obtaining the needed services. Thus, for a small financial cost, Ms. O'Terrell has created a vital and needed link between the social service agencies and the people in the school's neighborhood.

Additionally, community residents are urged openly to come to the community school and see Ms. O'Terrell to discuss their problems. The office for the community school has been named "The Front Room," and Ms. O'Terrell invites a guest speaker to appear in the the Front Room each evening, to speak and answer questions. Speakers and their topics are posted in advance so residents can arrange to hear those in which they are most interested. Sometimes the speaker is a physician, a social worker, a political figure, or anyone who is willing to talk about what they do and answer questions. Ms. O'Terrell is especially pleased that neighborhood women know there is always a place they can go to for a little while in the evening to get away from the kitchen and be with other people for a while.

The Jackson Community School relies on ingenuity and volunteer resources to provide a wide array of other community services. For example, classes are offered in various subjects. Participants pay for the classes; the average charge is $2 a course, which covers teacher salaries. Ms. O'Terrell recruited elderly neighborhood women to give courses in crocheting, guilt making, candymaking, and baking. She found them through neighborhood word-of-mouth recommendations, and they proved to be very skillful and popular teachers. Ms. O'Terrell explained her philosophy in hiring; she tells them that they must work with people in a way that allows people to be themselves, and that teachers must be patient, must listen, and must be able to help the students.

Jackson Community School, Salt Lake City, Utah

Other courses currently offered include remedial math and reading for children. Job-related courses such as typing as well as ethnic cooking and woodworking are offered.

These programs at the Jackson Community School are effectively serving the people in the surrounding community with a minimal expenditure of funds--and a great deal of careful planning and organization

7.1.4.b. Takoma Park Junior High Community School

Montgomery County, Maryland, has 15 schools which have been designated as "community schools." One is Takoma Park Junior High, where the facilitator is Freddye Davy, a teacher in the school. A $2,000 budget was allocated to the school by the county government this year for its community school activities. A large portion of this money is spent running Project ASSIST, which is an after school tutoring program which runs from 3:15 to 5:15 p.m. each day and is open to all children in the community, not just those who attend Takoma Park Junior High.

Residents of the Takoma Park neighborhood know they can request that activities be scheduled in the community school facilities. For example, the recreation department maintains an open gymnasium three nights a week and on weekends. Residents can schedule their own sports events into the gymasium, and five nights a week there are volleyball teams using the gym from 9:00 to 11:00 p.m. This means that adults are in the school until 11:00 pm., every night, which reduces the hours for potential vandalism. The precise figures are not available, but vandalism is considered only a minor problem at Takoma Park Junior High school.

A local Boys and Girls Club schedules competitive sports activities such as football, soccer and basketball at the facility during the afternoon and on Saturdays.

The county department of adult education schedules many evening classes. This fall there are two classes in bricklaying (a highly paid and much in demand occupation in the Washington, D.C., area) as well as a popular ESL (English as a Second Language) course.

The local Y.M.C.A. also schedules some of its activities out of the Takoma Park facility. A well-attended dance class is currently held in the evenings, and a branch of the Y.M.C.A. Youth Basketball League is headquartered at Takoma Park.

One of the local colleges occasionally sponsors classes which meet at the school. A noncredit class in quilting is currently being given by a faculty member from Galludet College.

Takoma Park Junior High Community School - (Continued)

Community groups may meet in classrooms or in meeting rooms during the afternoon and evening. The Nordic Dancers and the International Folk Dancers both meet at the Takoma Park Community School. A drama group has reserved rehearsal space at the school and will be presenting their plays at the school. The Community Chorus practices in the building and gives their concerts in the auditorium. The Takoma Park Marching Band also practices at the school.

Takoma Park Junior High's designation as a community school means that many of the recreational, educational, and cultural needs of the Takoma Park neighborhoods are met through use of the school facilities.

7.1.4.c. John F. Kennedy Community Center and Middle School, Atlanta, Georgia

The John F. Kennedy Community Center and Middle School provides comprehensive services to an inner-city neighborhood in Atlanta, Georgia. The Atlanta Department of Education runs four programs in the John F. Kennedy Center:

- o A middle school serving 900 children in grades 6, 7, and 8
- o A day care center for neighborhood children aged 2½ to 4½
- o A training facility for mentally retarded students
- o An evening program in adult education and enrichment.

The community center part of the facility provides office space for a number of community service agencies including--

- o A family and child services office, with a staff of 100
- o A Social Security office
- o A senior citizens services office
- o A vocational rehabilitation facility
- o A department of court services which works with youthful offenders who live in the community
- o A recreation department.

The community center does not offer health services, since there are two excellent health care facilities in the neighborhood. Much thought goes into providing needed services while avoiding duplicating services already provided by other agencies. Each agency housed in the John F. Kennedy Community Center has an advisory committee made up of community and agency people who meet at least once a month to assess how the agency is meeting the needs of the community.

John F. Kennedy Community Center and Middle School, Atlanta, Georgia (Continued)

Marshall Arnold, director of the community center, serves as the coordinator of all services offered through the center. Mr. Arnold has his own advisory committee made up of all the agency directors in his center and a number of community representatives. This group meets monthly to do an overall needs assessment for the community. This meeting also serves as a forum for uncovering any duplication of services and for the design of new services.

The staff of the John F. Kennedy Community Center and Middle School totals over 300, counting the 100 people who work in the Middle School and other Department of Education programs. Because of its large size, the center can be a bit intimidating. Mr. Arnold explained how the center would serve a resident of the neighborhood with a variety of immediate and long-term needs. The first agency the resident goes to is Economic Opportunity Atlanta (EOA)--a kind of cure-all agency which responds to needs on a first-aid basis, such as providing emergency food and shelter. After immediate needs are met, this agency guides the resident of the neighborhood to other agencies housed in the center which can provide long-term assistance.

The Kennedy Community Center which is equipped to provide immediate and long-term assistance to the more than 1,500 neighborhood residents who visit it weekly, is an unusual community school arrangement because it was designed to serve youth and adults simultaneously and provide physical space for many types of services. Community schools which were not designed this way use the same space for school activities during the day and community activities during the afternoon and evening. The John F. Kennedy Community Center and Middle School, which opened in 1971, contains 100,000 square feet of space in the middle and 125,000 square feet of space in the community services wing.

Clifford A. Nahser, the school architect, described the reasons for the minimal vandalism which occurs in the building:

1. People are in the center from 7 a.m. until 11 p.m., including weekends.

2. The school building is designed with inaccessible windows, bright graphics on interior walls, and a Lexan glaze.

3. The full-time community school director plans activities which represent the desires of the community.

7.1.4.d. Arsenal Technical High School, Indianapolis, Indiana

Arsenal Technical High School has put together a unique form of community school in its Tech 300 program, which is one of several demonstration projects known as Cities in Schools. These programs integrate a number of social services which disadvantaged youth need, right at the local educational site. The philosophy behind this project is that the coordination of these agencies can result in an effect which each acting alone is incapable of achieving.

Arsenal Technical High School, Indianapolis, Indiana (Continued)

Mary Jane McConnahe, director of the Arsenal Tech Cities in Schools program, reported that the Office of Education provided startup money for this demonstration project. Her experience is that cities can replicate this project without Federal money by reallocating some of the services they already provide to disadvantaged youth and centering them in community schools. Schools are a compulsory site for disadvantaged youth (until they are old enough to leave school, according to State law). So schools are a good place to provide the services these students need.

The basic program at Tech 300 organizes the students into "families" composed of 40 students and the following four staff persons:

- A facilitator who coordinates the family's calendar of activities, family meetings, and recordkeeping. He or she also supervises family responsibilities and administers student discipline and counseling.

- A social service specialist who acts as school liaison with social service agencies such as health, welfare, and juvenile corrections offices. The social service specialist assists other team members in diagnosing social problems, making appropriate referrals, and monitoring the progress of the referred students.

- A programmatic specialist who designs an individual program for each student in the family, filling the recreational, cultural, and vocational needs of that student. The programmatic specialist taps the services of clubs, parks, recreation programs, and community centers to provide for the students' social adjustment and development.

- A supportive educator who provides remedial work in basic skill areas. The supportive educator coordinates the delivery of educational services to the students in the family.

In addition, each of the four family staff members is immediately responsible for a minifamily of 10 students. This provides each student with personal attention and continuity in the delivery of services.

Six hundred of the students at Arsenal Technical High School are now part of the Tech 300 program. This program is an intensive form of a community school within a larger school. The human services now available through Tech 300 are available to all high school students in Indianapolis. Sometimes the students who needed these services most have lacked the information, skills, and energy to obtain them from the necessary number of separate agencies. Arsenal Technical High School has designated a form of community school which assures the students of getting the services they need.

National School Resource Network

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R.7.1.2

Technical Assistance Bulletin

Community Schools

Summary

Community schools offer a comprehensive program of services to the community in addition to the traditional educational services all public schools provide. The recreational, social, cultural, and human services provided through the community schools are designed to meet needs of diverse community members, including children, youth, adults, and the elderly. The community education philosophy sees the school as a locus of service activity, operating in partnership with other groups in the community. The community school concept appears to have several advantages, including community participation in the education process, increased opportunity for service provision to students and their families, and reduced violence and vandalism. This bulletin describes a variety of comprehensive community school models.

The Problem

Schools today face a dilemma. By law, schools are accountable for teaching students until they reach a certain age. But the problems that some students bring to school sometimes make it almost impossible for them to learn and for the teachers to teach. As one principal, John Brewer, summarized the situation:

> These children and parents have a dozen needs that are more urgent than the child's schooling. If a child is hungry, has no place to sleep, needs clothing or blankets, or is battered and abused, he is not ready to learn. If his parents are ill, fighting, being evicted, or living without heat or electricity, they are not able to be concerned about the child's education. I have to try to do something about the first 12 problems before I can get their attention.

(As quoted in Preventing Student Violence and Vandalism: The Yerba Buena Plan Sacramento, California: California School Board Association, 1978).

Thus, schools may be overburdened by socioeconomic factors that impinge upon education, and they frequently have the resources to deal with only a few of the many problems which are part of their students' environment. Some of these problems contribute directly to incidents of violence and vandalism in the schools.

The Solution

Some school districts have worked with the larger community to address these problems by instituting a comprehensive community school program. When a school becomes a community school it becomes a service center for the neighborhood and/or community and operates in partnership with other community groups to fill the needs of the residents, keeping its doors open afternoons, evenings, and summers. Local resources, are drawn together in a central location and are therefore able to more effectively solve neighborhood problems.

A useful definition of the community school concept was provided in a recent survey of local education agencies offering programs of community education. According to the survey report, a community education pro-

Prepared under Grant #79-JS-AX-0048 from the Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, U.S. Department of Justice. Points of view or opinions in this document are those of the NSRN and do not necessarily represent the official position or policies of the U.S. Department of Justice.

gram is a program operated by a school district or comparable jurisdiction consisting of program units, each of which --

- is based at a school building ("community school") or comparable facility which presents itself and is recognized as a community center
- is staffed by at least a half-time community school director (i.e., a person whose job is to facilitate the development and operation of total community programs through the community center)
- is advised by a community advisory council whose membership has a profile (race, ethnicity, sex, age, income) which reasonably matches the profile of the corresponding community and is comprised of at least 50 percent indigenous community residents who have been democratically selected, with the balance being representatives of significant organizations (including the school) based in the corresponding community
- Engages in systematic and comprehensive assessment of human needs in its community; logical planning (including specification of goals, priorities, and time-specific objectives in the design of programs) to address identified needs; program execution; and plan and program evaluation."

Example: Jackson Community School

The Jackson Community School was opened in 1967, thus becoming the first community school opened in the State of Utah. It is still thriving and some of the founders are still active in the school, including the current coordinator, Lucy O'Terrell.

During the day, Jackson Community School serves 400 students in grades K-6. The neighborhood's population is approximately 70 percent minority. After school and in the evening, a variety of educational and recreation programs are offered to the surrounding community.

The Jackson Community School is an example of a community school in which coordinator acts as a contact point between the neighborhood and the services provided by the social agencies. Lucy O'Terrell, the community school coordinator, has made it part of her job to identify the needs of neighborhood residents. Problems for which area residents need assistance include housing, health care, marriage counseling, and child abuse. Ms. O'Terrell has worked to discover which social service agencies could fill those needs and what the procedures are for obtaining the needed services.

"If people need information and applications for food stamps, I've got it. Whatever they need, I've got it," Ms. O'Terrell says of her job. The Jackson Community School has thus created a vital and needed link between the social service agencies and the people in the school's neighborhood.

The office for the community school has been named "The Front Room" and each evening Ms. O'Terrell invites a guest speaker to appear in The Front Room to speak and answer questions. Speakers and their topics are posted in advance so residents can arrange to hear those in which they are most interested. Sometimes the speaker is a physician, a social worker, a political figure, or anyone who is willing to talk about what they do and answer questions. Ms. O'Terrell is especially pleased that neighborhood women know there is always a place they can go to for a little while in the evening, to get away from the kitchen and be with other people.

The Jackson Community School relies on ingenuity and volunteer resources to provide its wide array of services to the community. For example, classes are offered by the community school for an average charge of $2, which covers teachers' salaries. Ms. O'Terrell recruited elderly neighborhood women to give courses in crocheting, quiltmaking, candymaking, and baking. She found them through word-of-mouth recommendations and they proved to be very skillful and popular teachers. Ms. O'Terrell explained her philosophy in hiring: she tells applicants that they must work with people in a way that allows people to be themselves; and that teachers must be patient, must listen, and must be able to help the students.

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*From "Enrolling Community Support," by Marilyn Steele of the Charles Steward Mott Foundation, (Journal of Research and Development II, No. 2, 1978).

Other courses currently offered include remedial math and reading for children. Job-related courses such as typing as well as ethnic cooking and woodworking are offered.

Example: John F. Kennedy Community Center and Middle School, Atlanta, Georgia

The John F. Kennedy Community Center and Middle School provides comprehensive services to a large, inner-city neighborhood in Atlanta. A task force was created to study the needs of the neighborhood before building the school in 1971. The task force recommended this unusual community school arrangement to serve youth and adults simultaneously and provide physical space for a broad range of services. This facility contains 100,000 square feet of space in the middle school, and 125,000 square feet of space in the community services wing.

The Atlanta Department of Education runs four programs in the John F. Kennedy Center:

- A middle school serving 900 children in grades 6, 7, and 8
- A day care center for neighborhood children aged 2½ to 4½
- A training facility for mentally retarded students
- An evening program in adult education and enrichment.

The community center part of the facility provides office space for a number of community service agencies including --

- A family and child services office, with a staff of 100
- A Social Security office
- A senior citizens services office
- A vocational rehabilitation facility
- A department of court services which works with youthful offenders who live in the community
- A recreation department.

Careful planning is required to insure these needed services and avoid duplication of services already provided by other agencies. For example, the community center does not offer health services, since there are already two excellent health care facilities in the neighborhood. Each agency housed in the John F. Kennedy Community Center has an advisory committee composed of community and agency people who meet at least once a month to assess how the agency is meeting the needs of the community.

Marshall Arnold, director of the community center, serves as the coordinator of all services offered through the center. Mr. Arnold has his own advisory committee which is made up of all the agency directors in his center along with a number of community representatives. This group meets monthly to do an overall needs assessment for the community. This meeting also serves as a forum for uncovering any duplication of services and for the design of new services.

The staff of the John F. Kennedy Community Center and Middle School is more than 300 persons, counting the 100 persons who work in the middle school and other Department of Education programs. Mr. Arnold explains that a first-time visitor to the center is usually sent to the Economic Opportunity Atlanta (EOA) agency--a kind of "cure-all" agency which responds to needs on a first-aid basis, such as providing emergency food and shelter. After immediate needs are met, this agency guides the resident of the neighborhood to other agencies housed in the center which can provide long-term assistance. Thus, the Kennedy Community Center is equipped to provide both immediate and long-term assistance to the more than 1,500 neighborhood residents who visit it weekly.

Clifford A. Nahser, the school architect, described the reasons for the minimal vandalism which occurs in the building:

1. People are in the center from 7 a.m. until 11 p.m., including weekends.
2. The school building is designed with inaccessible windows, bright graphics on interior walls, and a Lexan glaze.
3. The full-time community school director plans activities which represent the desires of the community.

Arsenal Technical High School, Indianapolis, Indiana

Arsenal Technical High School has a form of community school in its Tech 300 program, one of several demonstration projects known as Cities in Schools. These programs integrate a number of social services which disadvantaged youth need right at the educational site. The philosophy behind this project is that by coordinating these agencies a desirable effect is achieved which any one acting alone would be incapable of achieving.

The social services available through the Tech 300 program are the same services available to all high school youth in Indianapolis. Sometimes the students who need these services most have lacked the information, skills, and energy to obtain them from the large number of separate agencies. Arsenal Technical High School has designed a form of community school which insures the students receive the services they need.

The basic program at Tech 300 organizes the students into "families" composed of 40 students and the following four staff persons:

- A facilitator who coordinates the family's calendar of activities, family meetings, and recordkeeping. He or she also supervises family responsibilities and administers student discipline and counseling.
- A social service specialist who acts as school liaison with social service agencies such as health, welfare, and juvenile corrections offices. The social service specialist assists other team members in diagnosing social problems, making appropriate referrals, and monitoring the progress of the referred students.
- A programmatic specialist who designs an individual program for each student in the family, filling the recreational, cultural, and vocational needs of that student. The programmatic specialist taps the services of clubs, parks, recreation programs, and community centers to provide for the students' social adjustment and development.
- A supportive educator who provides remedial work in basic skill areas. The supportive educator coordinates the delivery of educational services to the students in the family.

Takoma Park Junior High Community School

Montgomery County, Maryland, has 15 schools which have been designated community schools. One of the community schools is Takoma Park Junior High. The facilitator is Freddye Davy, who is also a teacher in the school. A $2,000 budget was allocated to the school this year by the county government for community school activities. Much of this money is spent running Project ASSIST, an afterschool tutoring program open from 3:15 p.m. to 5:15 p.m. Project ASSIST is open to all children in the community, not just those who attend Takoma Park Junior High.

Residents of the Takoma Park neighborhood request activities to be scheduled in the community school facilities. For example, the Nordic Dancers and the International Folk Dancers both meet at the Takoma Park Community School. A local theatrical group has reserved rehearsal space at the school and will be presenting their plays at the school. The Community Chorus practices in the building and gives their concerts in the auditorium. The Takoma Park Marching Band also practices at the school.

The Recreation Department maintains an open gymnasium at the community school three nights a week and on weekends. Residents can also request that their own competitive sports events be scheduled into the gymnasium. Five nights a week, from 9:00 p.m. to 11:00 p.m., volleyball teams use the gym. This serves the recreational needs of the neighbors and also means that adults are in the building until 11:00 every night, which reduces the hours for potential vandalism. Ms. Davy reports that vandalism is considered only a minor problem at Takoma Park Community School.

In addition to the night time activities, a local Boys and Girls Club schedules competitive sports such as football, soccer, and basketball at the community school during the afternoon and on Saturdays. The local YMCA also schedules some of its activities out of the Takoma Park facility, and a branch of the YMCA Youth Basketball League is headquartered at Takoma Park. The county department of adult education

also schedules many evening classes in the community school. This fall there are two classes in bricklaying (a highly paid and much in demand occupation in the Washington, D.C. area). There is also a popular "English As a Second Language" course for adults. One of the local colleges occasionally sponsors classes which meet at the school.

Community Schools in Flint, Michigan

Flint, Michigan, is a unique community. Every one of the 52 schools in Flint is a community school. Since the 1930's, the Charles Stewart Mott Foundation has supported the Flint public schools community school development programs.

Most of the students in Flint are bussed to magnet schools to achieve racial balance. There are magnet schools to appeal to a number of choices: schools which stress global education and schools emphasizing foreign languages. There are schools of math and schools emphasizing art. There is a high school of medical science. Children are bussed out of their neighborhoods to the magnet school of their choice. At the end of the school day, the children are bussed back to their neighborhood elementary schools. Many people who oppose bussing argue that it destroys the sense of neighborhood which a neighborhood school builds. But because each school in Flint is a community school, children return to their neighborhood school in the afternoon and evening for recreational and educational activities, thus retaining the neighborhood-building role of the local school. Thus, Flint is able to enjoy both the richness of specialized educational options and the advantages of a strong neighborhood school system.

(See also the Bulletin on Flint, Michigan Community Schools.)

Results

A comprehensive community school program has proved to be a cost-effective way to deliver services to neighborhoods. Certainly, a greater proportion of the citizens benefit directly when the range of school services to the community is extended. It is economically sound to use school facilities during evening and summer months rather than leaving the building unused. Sylvia Porter, a nationally syndicated columnist, pointed out the cost of using school facilities only during the school day:

> Our public schools are to an appalling degree unused for long periods representing an abuse of schools and an extravagance that America simply cannot afford . . .
>
> Most of the schools financed and maintained by taxes are closed for a startling 50 percent of the time.

(Sylvia Porter, "Your Money's Worth," Field Newspaper Syndicates, December 1974).

Further, community schools offer a great potential for reducing violence and vandalism in the school setting. Because the use of school facilities is extended, more people are in the school more often, expanding surveillance and discouraging vandalism. Moreover, it appears that as the school starts to serve the larger community's needs, there is less anger to vent. Pride begins to develop as people use and enjoy the school's facilities. On-site delivery of services can work to alleviate problems such as truancy, disruption, drug use, and other difficulties that lead to school violence.

Replication Issues

Research Triangle Institute of Raleigh-Durham, North Carolina, studied the proliferation of community schools in its National Assessment of Community Education in 1976. Some 36 percent of the schools in the national survey offered some sort of community school program. There was substantial agreement among the school districts studied that the following are the minimum criteria for classification as a community education program:

1. The school district must have an established citizen's advisory group.
2. The board of education must have a formal board resolution in support of community education.
3. The schools must support cooperation and coordination with other community resources.
4. The district must engage in a formal neighborhood needs assessment to determine programs to meet community needs.
5. The district must integrate K-12 programs with community education.

6. A community school director, must be supplied to each school and work at least half-time at that school.

Required Resources

Community schools have higher costs for utilities, personnel, insurance, and maintenance. Some parts of community school programs are self-supporting, but costs for the staff and some program support must be budgeted by the county government, the department of recreation, or the school system.

References

Brochures, pamphlets, media packages and reprints of articles are available to schools interested in community school programs from the following organization:

National Clearinghouse for Community Education
Marion Kratage, Director
6011 Executive Boulevard
Rockville, Maryland 20850
(301) 770-3000

There is an organization for schools which have or are interested in starting a community school program. The $40 annual membership fee includes a newsletter, a journal, and notice of the annual convention.

National Association for Community Education
Paul Tremper, Executive Director
1030 15th Street, NW, Suite 336
Washington, D.C. 20005
(800) 424-8874

An intensive 2 week training course in community school management is offered by the National Center for Community Organization, a private group. For information, contact--

Dr. Dwane Brown, Director
National Center for Community Education
1017 Avon Street
Flint, Michigan 48503
(313) 238-0463

Publications

Minzey, Jack. Community Education From Program To Process. Midland, Michigan: Pendell Publishing, 1975.

Seay, Maurice. Community Education: A Developing Process. Midland, Michigan: Pendell Publishing, 1977.

Decker, Larry. People Helping People: An Overview of Community Education. Midland, Michigan: Pendell Publishing, 1976.

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Course 7 - The Community as a Problem-solving Resource

Module 7.2 - Reaching and Involving the Community

Module Synopsis

Purpose

Community involvement in schools, either in limited activities within a traditional school program or in a full-scale community school program, is widely recognized as an effective approach to reducing and preventing problem behaviors in schools. Although it is a simple and appealing idea, getting a program started requires skill and planning. This module introduces trainees to some proven methods for obtaining the community support and assistance required for a successful violence and vandalism program. It also presents a case study of how a nationally renowned model community education program was started.

Objectives

Participants will be able to--

1. Relate the need for school/community cooperation as a method of reducing school violence and vandalism
2. List the linking mechanisms that can be used to develop awareness of the problem within the community and obtain the needed support
3. Enumerate public relations strategies that can be employed by the linking mechanisms in reaching the community
4. Identify several important local resources to help find "seed money"
5. List techniques that can be used to actively involve the community
6. Analyze a model action plan for establishing a community education program to identify the linking mechanisms, public relations strategies, and techniques for developing linkages.

Target Audiences/Breakouts

This is a core module targeted at the preoperational and operational level. It is, therefore, appropriate for a broad mix of participants. While the materials are presented from the perspective of what a school must do to start a program of community involvement, they will also assist community members and staff of social service agencies in working with schools to set up youth serving programs.

Module Synopsis (continued)

Course 7 - The Community as a Problem-solving Resource

Module 7.2 - Reaching and Involving the Community

Media/Equipment

Overhead projector
Screen
Flip chart
Marker

Materials

Transparencies

7.2.1	Key Role of Leadership
7.2.2	The "Enabler"
7.2.3	Reaching the Community
7.2.4	Linking Mechanisms

Background Materials (Trainer)

7.2.1	Reaching and Involving the Community.
7.2.2	"School Community Linkages: Avenues of Socialization," from School Crime and Disruption: Prevention Models by Jacqueline Scherer (Washington, D.C.: National Institute of Education, Government Printing Office, 1978).

Participant Worksheets

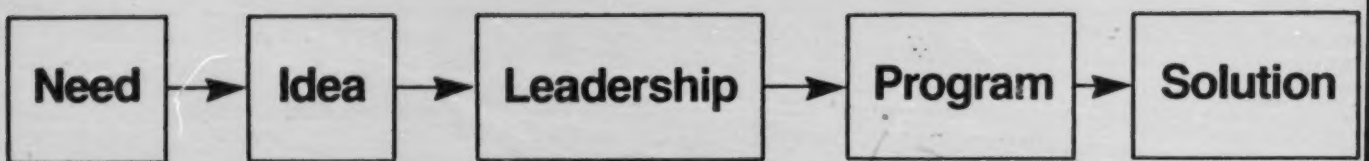
7.2.1	Model for Improving School-Community Linkages
7.2.2	Community Contact Matrix
7.2.3	Organizational Rules--Community/School Cooperation

Resources/Bibliography

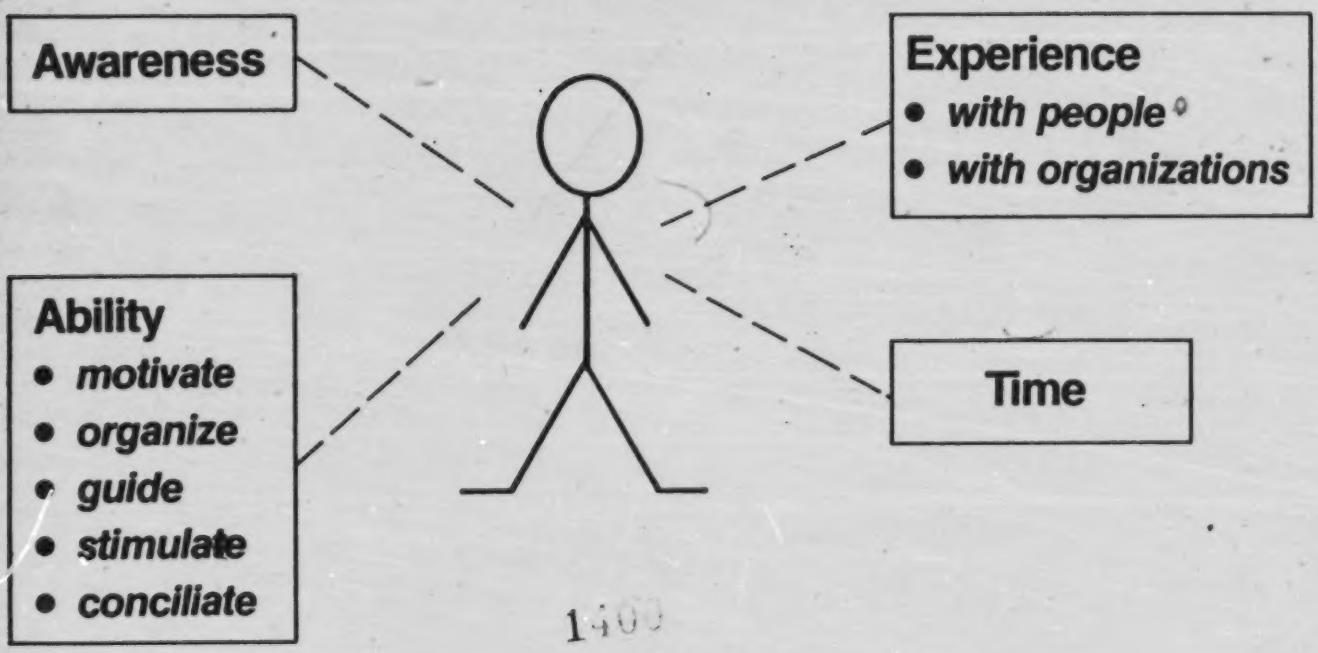
R.7.1.1	T/A Bulletin: Community Involvement in Schools
R.7.1.2	T/A Bulletin: Community Schools
R.7.1.3	T/A Bulletin: Yerba Buena: A School-based Interagency Approach.

7.2.1

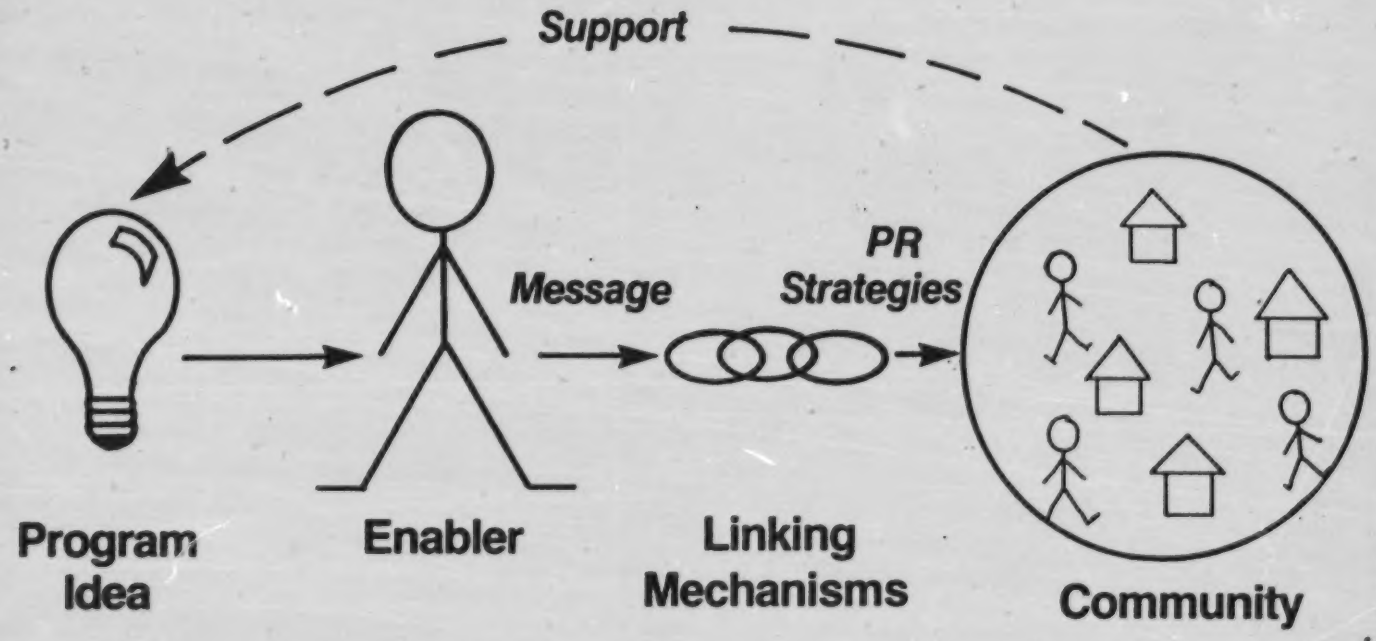
Key Role of Leadership



The "Enabler"


Awareness
Experience
• with people
• with organizations
Ability
• motivate
• organize
• guide
• stimulate
• conciliate
Time

Reaching the Community



Linking Mechanisms

Detached worker

Opinion leader

Auxiliary association

Mass media

Formal authority

Delegated function

1402

Course Agenda by Module

Course 7 - The Community as a Problem-Solving Resource

Module 7.2 - Reaching and Involving the Community

Total Time 1 hour and 30 minutes

Module Summary

This module introduces methods for obtaining community support and assistance. The linking mechanisms that can be used to develop community awareness are identified. Strategies for conducting public relations efforts and for finding "seed money" are briefly introduced. Methods for involving the community are presented, and participants analyze an action plan devised by a community school program stressing inter-agency cooperation.

Activity/Content Summary	Time
1. Reaching the Community Community-school cooperation is an effective means of solving the problems of school violence and vandalism. Participants learn the key ingredients in starting joint community-school programs, ranging from limited cooperation within the traditional school structure to the comprehensive community education approach in which the school structure and functions change. A. Review of Concepts--The Need for Cooperation B. The Need for Leadership	10 min.
2. Linking Mechanisms	10 min.
3. Discussion of Public Relations Strategies	10 min.
4. Finding Money To Get Started	10 min.
5. Techniques for Promoting Community Involvement There is a clear distinction between obtaining community awareness of a school's problem and active involvement of people and organizations in a project. Participants explore several techniques for encouraging increased community participation in a resource sharing network.	20 min.
6. Community Contact Matrix Worksheet	5 min.
7. An Action Plan--How One Model Program Got Started Using principles developed by the staff of the Yerba Buena High School program to reduce problem behaviors, participants analyze	15 min.

Notes

Activity/Content Summary	Time
how one successful program was able to get started. In a group discussion, participants contrast this model with those that have worked in their local communities.	
A. Introduction--Purpose of Activity	
B. Yerba Buena's Organizational Rules	
8. Summary	10 min.

Course 7 - The Community as a Problem-solving Resource

Module 7.2 - Reaching and Involving the Community

Detailed Walk-Through

Materials/Equipment	Sequence/Activity Description
Overhead projector Screen	1. Minilecture Using Transparencies and Discussion: Reaching the Community (10 min.) A. Review of Concepts--The Need for Cooperation Trainer should make the following points: o A review for school community cooperation as a means to reduce and prevent problem behaviors in school is our starting point. o Many underlying causes of school violence and vandalism are found outside the school within the socioeconomic problems of the community. Prevention, thus, must begin in the community. o Community involvement in a school has been shown to reduce violence and vandalism and to provide a practical approach to prevention. o Cooperation may take a number of forms. It can be limited to a small volunteer program (e.g., parent patrols on the playground, parent tutors for students with learning disabilities, volunteer teacher's aides). o Or it can include a comprehensive "total approach," offered by the community school. (1) The community school opens its doors to all members of the community and makes the school facilities available for community recreational and educational purposes. (2) A community school is open afternoons, evenings, weekends, holidays, and summer months. (3) The community school serves as a center for the delivery of social services needed by the community.

Materials/ Equipment	Sequence/Activity Description

- Research on community schools has shown evidence that this approach can significantly reduce such problems as truancy, dropping out, suspensions for drug and alcohol abuse, and vandalism of school property.

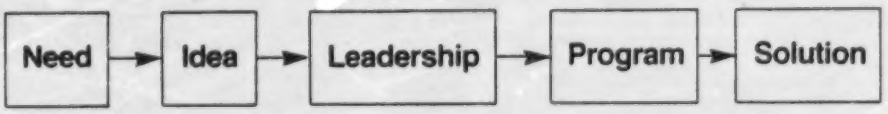
- Both limited school-community cooperation and full-scale community school programs require effort and planning to obtain community recognition of the problem and support in seeking solutions.

B. The Need for Leadership

Transparency 7.2.1

Show Transparency 7.2.1 and make the points below

Key Role of Leadership



- Leadership plays a vital role in the development of school-community cooperation.

- Many existing programs of school-community linkage have been the brainchild of a single, highly motivated individual who was seeking solutions to a specific problem.

Materials/ Equipment	Sequence/Activity Description

- Sometimes the individual is from the school.
- At other times, leadership is provided by a community member or a staff member of a social agency.

o Leadership is a key link in a program development effort.

Trainer should ask the following discussion question:

(NOTE: The points below should emerge from discussion.)

o What qualities are needed in the leader?

o The personal qualities needed to start a program of school/community cooperation suggest that the term "enabler" is more appropriate than leader."

Needed qualities include--

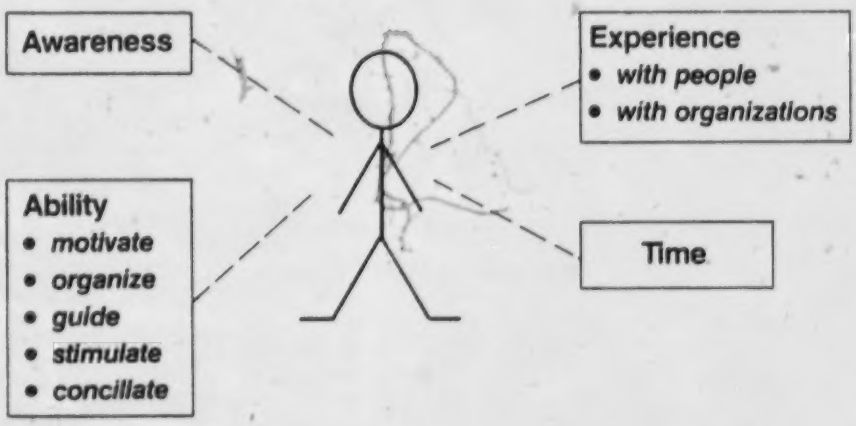
- Awareness of community needs and ability to communicate the problem to others
- Ability to motivate, organize, guide, stimulate, and conciliate
- Time to devote to leadership
- Experience in organizing and directing people
- Knowledge of the institutions and organizations that will be involved in implementing community/school cooperation (e.g., city government, school system, social service agencies).

o Schools interested in developing community support and involvement need to seriously consider these seemingly obvious means for providing leadership:

- Appoint a community leader
- Release a particularly effective teacher from some portion of his/her classroom duties.

Materials/ Equipment	Sequence/Activity Description
Transparency 7.2.2	Use Transparency 7.2.2 to summarize discussion.

The "Enabler"



2. Minilectures with Transparencies and Discussion: Linking Mechanisms (10 min.)

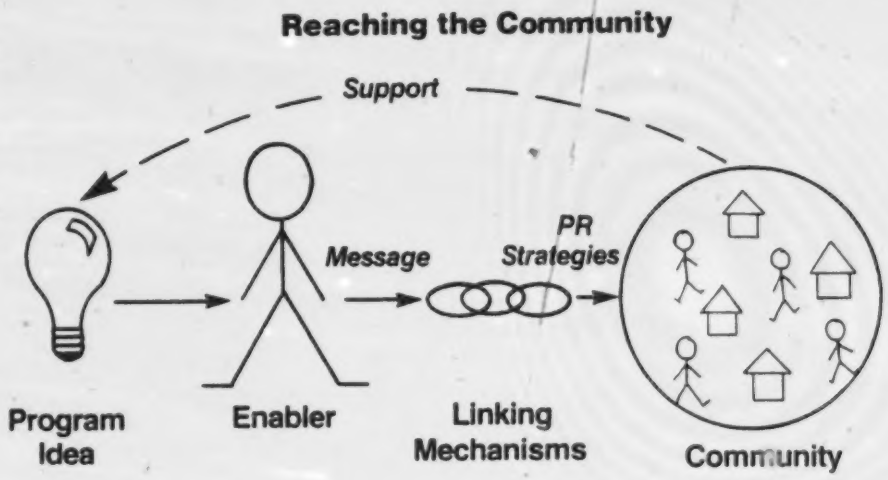
Trainer should make the following point:

- o A person with a commitment to solving a problem must use a variety of persons, organizations, and channels of communication to get a message to the community.

Transparency 7.2.3

Show Transparency 7.2.3 and make the point below:

Materials/ Equipment	Sequence/Activity Description



- These linking mechanisms are the means used to develop awareness of the problem and obtain support and assistance for combating them. This transparency shows the relationship.

Transparency 7.2.4

Show Transparency 7.2.4 and make the point below:

Linking Mechanisms

- Detached worker
- Opinion leader
- Auxiliary association
- Mass media
- Formal authority
- Delegated function

Materials/ Equipment	Sequence/Activity Description

- The linking mechanisms, or agents of change most practical for use of a school in reaching the community, include--
  - Detached worker--A professional person who acts as a "community contact"
  - Opinion leader--A natural leader in the neighborhood, who will serve as an advocate for the new program
  - Auxiliary voluntary associations--Organizations formed under the school's auspices and composed of members from the school system and the community (e.g., PTA's)
  - Mass media--The newspapers, television, and radio
  - Formal authority--The legal authority that a school can employ to require members of the community to cooperate
  - Delegated function--An organization not associated with the school that serves as an advocate to link the school and the community.

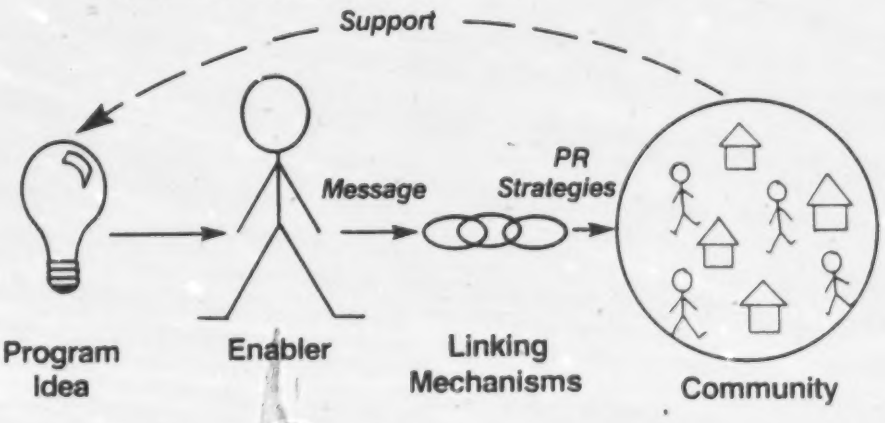
Trainer may initiate a group discussion of local experience with these mechanisms at this point.

3. Discussion with Transparency: Public Relations Strategies

Transparency 7.2.3

Trainer should again show Transparency 7.2.3 and ask the discussion question below.

Reaching the Community



Materials/ Equipment	Sequence/Activity Description
	o What public relations can be used as tools for linking mechanisms in making the community aware of the problem and in enlisting the support of individuals and organizations?
	(NOTE: The examples below should emerge from the discussion.)
	o Examples of public relations strategies include--
	- Influencing legislators, mayors, city councilmen, and other political leaders
	-- Making personal visits -- Writing letters -- Developing petitions -- Testifying at public hearings
	- Getting and giving endorsements
	- Taking a survey to assess community needs
	- Canvassing
	- Operating a speaker's bureau
	- Giving presentations to local civic groups
	- Preparing posters, exhibits, films, slide/tape presentations
	- Running a contest or an awards program
	- Preparing and submitting articles to local news media
	- Appearing on television talk shows
	- Expressing opinions on radio call-in programs
	- Appointing a task force
	- Developing brochures, flyers, direct mail material
	- Publishing a newsletter
Flip chart Felt tip pen	Trainer may want to record strategies suggested on flip chart. Trainer may then ask participants
	o Which of these strategies have been helpful in your local schools?

Materials/ Equipment	Sequence/Activity Description

4. Minilecture: Finding Money To Get Started (10 min.)

Trainer should make the following points:

- o The harsh reality is that it takes money to start any program.
- o Although fundraising and grantsmanship exceed the scope of this module, there are a few simple ways that can be used to help a group identify sources for "seed money"--money to start the program and grants to operate them.
- o Federal, state, and local governments have grant money to fund projects, but they seldom fund planning and program development.
- o Private foundations and businesses also provide money for new projects, but they too don't usually fund the necessary first steps.
- o One of the biggest problems is finding out who has money that can be used for what you want to do. Ways to solve this problem include--
  - Asking people in the community who have started programs how they started
  - Asking other schools with community-linked programs what they know about availability of funding
  - Checking with the local university's office of grant-supported research
  - Use CETA funds to employ persons that can assist in community organizing.
- o Institutional budgets can be used creatively to fill seed money needs. For example:
  - Use a vacant staff slot to employ a community resource person
  - Release a teacher for a certain percentage of his or her time to make contacts in the community
  - Involve students in planning and proposal writing to help them get grant money

Materials/ Equipment	Sequence/Activity Description

- Draw on special funds and budget items (duplication, support services, etc.) to fill program development needs

o Don't forget that volunteer time equals money

o Develop a miniproposal to help "sell" your idea. Later, it can be expanded to meet specific requirements of the grant you are applying for.

o The miniproposal should contain--

- A summary of the problems
- Methods proposed to solve the problem
- The project's goals
- The project's objectives
- Brief statement of estimated cost.

Trainer may elicit suggestions from participants about how groups in their community got seed money.

5. Small Group Activity With Worksheet: Techniques for Promoting Community Involvement (20 min.)

Trainer makes the following points:

o Jacqueline Scherer developed a model incorporating seven techniques to improve community cooperation and coordination.

o Schools that wish to establish linkages with the community can use some or all of these techniques, depending on the extent of linkage that is required.

o Trainer should distribute Worksheet 7.2.1, Model for Improving School-Community Linkages and give the following directions:

o You will break up into seven small groups.

o Each group has its own task.

o Each will be assigned one of the seven suggested techniques on the Worksheet and make a list of activities that use this technique to advance a school's objective of involving the community in violence and vandalism prevention efforts.

Materials/ Equipment	Sequence/Activity Description

- Each group should read the section of the worksheet that describes the type of activities that are included for discussion by their group. You are to make lists of specific activities that relate to a school which is trying to involve the community in vandalism violence prevention activities.

- At the end of 10 minutes, each small group will share their results with all participants.

Trainer may want to record lists on flip chart as small groups report and participants comment and discuss.

6. Community Contact Matrix Worksheet (5 min.)

Worksheet 7.2.2

Trainer should make the following points:

- The Community Contact Matrix, Worksheet 7.2.2, is a planning tool for use in developing community contacts.

- It will not be used in the training workshop.

- But, it can be used in your local school or community in two ways:

  -- The complete form, as it is shown, can be filled out periodically (e.g., monthly) as contacts are made. This will provide you with a composite picture of linkages within the school community network.

  -- The same format can be used to make up individual charts for continuing contacts with an agency (e.g., repeated contacts with Alcoholics Anonymous over a number of months).

  -- Both the composite and the individual charts will provide valuable information for analyzing the network formation process in the local area.

7. Minilecture with Worksheet and Discussion: An Action Plan--How One Model Program Got Started (15 min.)

A. Introduction--Purpose of Activity

Trainer should make the following points:

- Learning from the experiences of others is one of the most efficient ways to transferring knowledge and technology.

Materials/ Equipment	Sequence/Activity Description
	o A number of communities in the country have established effective community involvement programs that can serve as models for others who wish to reduce problems of violence and vandalism. o Their experience provides a base of knowledge for others to build upon. B. <u>Yerba Buena's Organizational Rules</u> Trainer should make the following points: o Refer to Worksheet 7.2.3, Organizational Rules Community/ School Cooperation o The worksheet outlines the steps used in developing the highly successful community education program at Yerba Buena High School in San Jose, California. o We are going to discuss a series of key questions that will assist you in applying these concepts to your local community needs. (NOTE: All of the questions may be discussed by the large group, or individual questions may be assigned to separate small groups for discussion and report of results back to the full group.) o These questions are-- (1) How does Yerba Buena's model compare with those used to start programs in your own communities? (2) These steps worked in San Jose. Would they work in your local communities? (3) Are there steps necessary in establishing a program that have been left out of this model? If so, what are they. (NOTE: The steps also might include-- (1) Developing goals and measurable objectives (2) Designing an evaluation plan for the project (3) Developing a miniproposal (4) Obtaining seed money (5) Identifying funding sources (6) Writing a grant application proposal.)
Worksheet 7.2.3	

Materials/ Equipment	Sequence/Activity Description
Flip chart Marker	8. Summary (10 min.) Trainer should give the following directions: o Look again at the worksheet o Identify any-- (1) Linking mechanisms (2) Public relations strategies (3) Involvement techniques. Trainer should list responses on a flip chart. (NOTE: This direction, to identify linking mechanisms, public relations strategies, and involvement techniques should serve as a summary of module learnings because the major points must be applied to answer it. For the trainer's information, an example of an answer is provided on the next page to show how the Yerba Buena activities correspond to process and techniques presented earlier in the module.)

Course 7 - The Community as a Problem-Solving Resource

Module 7.2 - Reaching and Involving the Community

Worksheet I-D 7.2.1

Participant Worksheet

Model for Improving School-Community Linkages

Directions: Participants in small groups will analyze the model described below for increasing school-community linkages and brainstorm lists of activities for a specific technique as assigned by trainer. Please use activities that might assist a school in a violence and vandalism prevention and reduction program. List suggestions on a flip chart for sharing with the whole group.

Jacqueline Scherer of Oakland University developed a model for improving school-community agency cooperation and coordination. The model uses a seven-step system to develop the needed linkages in a resource-sharing network. They include:

1. Increasing the number of contacts between the school and other agencies of socialization--Use school space for community socialization organizations; house crisis centers within school walls. Develop formal and regular linkages between the school and other community organizations. Mechanisms may include informal cooperation, formal cooperation based on written agreements, formal purchase agreements, and coordinated services. Encourage informal interorganizational ties at the middle level of organizations to bring teachers and agency staff together with community representatives.

2. Using varied channels for contact--Actively involve students as a communication channel for reaching the community members and the organizations within the community.

3. Recognizing shared responsibilities--Develop within the school and the social service agencies the concept that each professional belongs to a larger socialization network that is accountable for shared socialization of youth. The shared goal of both schools and human service agencies, thus, is to increase the "social capital" of students and to show them that they have many sources of support.

4. Extending network range--Increase the number of ties between organizations. Both school staff members and community members need to serve on community boards, planning commissions, and community groups. The school's interest needs to be advocated in political groups.

5. Expanding liaison staff--Designate persons to enlarge community links and develop more creative roles for such personnel. Provide the liaison effort with high-level involvement, administrative supports, and attention.

6. Reducing negative linkages--Recognize that not all community-school linkages will yield positive results. Analyze contacts for positive or negative potential and develop strategies for reducing negative contacts.

7. Researching school networks--Make serious efforts to identify and document contacts in order to increase an understanding of the process network formation.

Course 7 - The Community as a Problem Solving Resource

Module 7.2 - Reaching and Involving the Community

Worksheet I-D 7.2.2

Participant Worksheet

COMMUNITY CONTACT MATRIX

	Contact Date	Type of Contact (Telephone, Visit, etc.)	Outcomes						Decision-makers' Names
			Negative Response	Interest	Further Contact	More Information	Informal Agreement	Formal Agreement	
Community Agencies/Government									
1. Social Service Agencies and Programs									
Alcoholics Anonymous									
Big Brothers									
Boy Scouts									
Camp Fire Girls									
Cancer Society									
Day Care Center									
Easter Seals									
Family Service Association									
Girl Scouts									
Goodwill Industries									
Humane Society									
Legal Services									
March of Dimes									
Meals on Wheels									
Mental Health Association									
Muscular Dystrophy									
Planned Parenthood									
PTA									
Red Cross									
Salvation Army									
Travelers Aid									
United Way									
Voluntary Action Center or Volunteer Bureau									
YMCA or YWCA									

2. Public Interest, Service and Advocacy Organizations

American Association of Retired Persons
Common Cause
Consumers League
Friends of the Earth
League of Women Voters
Municipal League
NAACP
NOW
Peoples Bicentennial Comm.
Sierra Club
Urban Coalition
Urban League

3. Political Parties

4. Churches and Religious Groups

5. Local and State Government

a. Legislators
b. Governor
c. Governor's staff
d. Department heads:
   - Welfare
   - Public Health
   - Social Services
   - Education
e. Federal and State Supported Projects:
   - Alcohol and drug treatment programs

Contact Date	Type of Contact (Telephone, Visit, etc.)	Outcomes						Decision-makers' Names
		Negative Response	Interest	Further Contact	More Information	Informal Agreement	Formal Agreement	

- Hospitals
- Programs for youth and elderly
- Research projects
- Community Mental Health Centers

6. Local Chapter of Professional Associations

a. Accountants
   - American Institute of Certified Public Accountants
   - American Society of Women Accountants
   - National Association of Accountants
   - National Society of Public Accountants

b. Architects
   - American Institute of Architects
   - American Institute of Interior Designers
   - American Institute of Planners

c. Communications/Public Relations
   - Public Relations Society of America
   - American Association of Advertising Agencies
   - American Advertising Federation

Contact Date	Type of Contact (Telephone, Visit, etc.)	Outcomes						Decision-makers' Names
		Negative Response	Interest	Further Contact	More Information	Informal Agreement	Formal Agreement	

- National School Public Relations Association

d. Funding
- National Society of Fund Raisers

e. Insurance
- American Association of Insurance Management
- American Society of Chartered Life Underwriters
- International Association of Health Underwriters
- National Association of Life Underwriters

f. Lawyers/Attorneys
- American Bar Association
- Federal Bar Association
- National Bar Association

g. Management
- Administrative Management Society
- American Business Women's Association
- American Management Association
- American Society of Public Administration
- International City Management Association
- National Council of Industrial Management
- National Management Association

Contact Date	Type of Contact (Telephone, Visit, etc.)	Outcomes						Decision-makers' Names
		Negative Response	Interest	Further Contact	More Information	Informal Agreement	Formal Agreement	

h. Nurses
- American Nurses Association
- National Student Nurses Association

i. Physicians/Dentists
- American Medical Association
- American Dental Association
- American Hospital Association

j. Teachers
- American Federation of Teachers
- American Library Association
- National Education Association

7. Educational and Training Programs

a. Colleges and Universities
- College of Education
- Office of Continuing Education
- Office of Grant Supported Research
- Department of Social Science
- University Extension
- Department of Social Service

Contact Date	Type of Contact (Telephone, Visit, etc.)	Outcomes						Decision-makers' Names
		Negative Response	Interest	Further Contact	More Information	Informal Agreement	Formal Agreement	

- School of Social Work
- Adult Education Division
- Cooperative Education Service
- Human Relations Lab
- School of Social Administration
- Division of Community Development

b. Social service agencies involved in training

c. Professional associations

d. Business and industry with training departments

8. Service Organizations

Altrusa
AAUW
American Legion
B'Nai B'Rith
Chamber of Commerce
Elks
Future Homemakers of America
General Federation of Women's Clubs
Junior Achievement
Junior League
Kiwanis
Knights of Columbus
Lions International
National Alliance of Businessmen

Contact Date	Type of Contact (Telephone, Visit, etc.)	Outcomes						Decision-makers' Names
		Negative Response	Interest	Further Contact	More Information	Informal Agreement	Formal Agreement	

National Federation of Business and Professional Women's Club
National Grange
4-H
National Safety Council
Optimist International
Pilot Club
Quota
Rotary
Soroptimists
Toastmasters
U.S. Jaycees
Veterans of Foreign Wars
Zonta
Others

9. Local Foundations

10. Local Business and Industry

Contact Date	Type of Contact (Telephone, Visit, etc.)	Outcomes						Decision-makers' Names
		Negative Response	Interest	Further Contact	More Information	Informal Agreement	Formal Agreement	

Course 7 - The Community as a Problem Solving Resource

Module 7.2 - Reaching and Involving the Community

Worksheet I-D 7.2.3

Participant Worksheet

Organizational Rules
Community/School Cooperation

The complex nature of the project calls for careful planning. It is not the type of program that can be set up overnight. The person or persons involved in organizing such a venture must realize that in the building process they will be suggesting some structural changes, not only for education but for the agencies as well. Traditional approaches die hard. New approaches have to be crystal clear in their logic and feasibility. But besides structural change, there are attitudes that have to be developed. Parents, teachers, students, and agency professionals have to be reached and educated with regard to the value of the proposal. Because of this, we are suggesting that the following steps be taken in setting up the program:

A Make a thorough Needs Assessment of the school and the neighborhood it services. (This should be an academic and socioeconomic assessment.

1. Seek assistance from the city planning commission.
2. Break your neighborhood down by census tract and study population, ethnic makeup, family size, income, welfare, etc.
3. Ask your probation department to do an analysis of the juvenile delinquency problem in your neighborhood--indicating number of referrals and comparing it with other areas in the county.
4. Study your school's disciplinary referrals, attendance records, and any other sources that will give you a handle on the exact nature of the problems at your school.

B After a careful study of the facts, isolate the major problem areas. Clarify in your own mind the relationship of those problems to the home, neighborhood, and school. Document everything.

1. Study the possible relationship of social service, probation, police, health, etc., to these problems.
2. Estimate the actual number of social workers, probation officers, etc., working with your schools, students, and families.

3. Determine whether there has been good communication or poor communication between the school and with these agencies. Is there presently a good working relationship with the agency representatives working in the neighborhood? Do they feel free to come into the school and discuss the family's problem with counselors or administrators? Do you see duplication of services?

C

In order that you can convincingly present the problem and your proposed solution, make sure that you fully understand and accept the community education approach and can support involvement of all the possible components that are a part of it.

1. Study materials about community education and community schools. Contact NSRN for additional materials.

2. Have informal discussions with your own colleagues or people you are familiar with in the neighborhood. Dialogue helps to clarify things.

D

Identify a small nucleus of school staff who might be willing to work with you in developing and implementing the project.

1. A strong, supportive commitment from school administrators is a must. It gives you a commitment from your school as well as a liaison to the district level of administration.

2. Counselors should be a natural source of support. Therefore, you should identify those sympathetic to wider involvement and interagency cooperation.

E

With your knowledge of the facts, some staff support from the school, and an understanding of the kind of program you want, your next step will be to identify parents within the neighborhood to support and participate in the new program.

1. These parents will generally be recognized leaders within the neighborhood. Convince them to support your proposed program and ask them to join you in your efforts. They can begin the process of clarifying the project to other residents of the neighborhood.

2. Join with parent leaders in explaining and seeking approval of the project from parent-teacher associations and any other recognized community groups.

F Back your proposed project up with parent, teacher, and student surveys. Clarify the program to each of these groups, asking them to make their own needs assessment of the school and neighborhood.

1. This can be done by setting up some simple questionnaires.

G Initiate formal communication with the agencies on the nature of your proposal.

1. Send out invitations for a general meeting of your neighborhood supporters--educators and residents--and representatives from the major and minor agencies in the community. The purpose will be to explain and discuss the proposal.

2. Seek approval from the agencies and begin building the project's support system by asking for specific written commitments from each agency. In other words, each agency should indicate what kind of assistance they can offer to the program. They can do this in the form of a formal written letter.

3. Individual meetings should be held with directors of the major agencies--probation, social service, police, health, etc., to see if arrangements could be worked out to house representatives from their respective agencies under the roof of the school.

H Seek interagency arrangements that could mean thousands of dollars of extra services to the school.

1. To facilitate school/agency cooperation, make adequate office space available in the school.

2. The closer agency staff are located to the counseling department, the better. This encourages informal dialogue as well as joint staffing on certain cases.

I Administrators should appoint or hire a special counselor to coordinate the project.

1. The counselor should be freed not only to coordinate the team, but also to work with hard-core crisis students and to develop parent and teacher training courses.

2. The counselor in charge has an ongoing function of identifying and involving community resources for the school and its students.

3. The person selected should be resourceful, capable, and with much experience in working with young people.

J | A neighborhood advisory board should be set up to insure continual community input and support.

K | The final step will be up to the coordinator and the team to develop their strategies for working together.

1. A summer workshop should be conducted in order to make preparations for the school year. Such items as identifying crisis students, methods of referrals, areas of concern, recordkeeping, meetings, staffing, and in-service programs all have to be discussed and procedures established.

SAMPLE ANSWERS

for

PARTICIPANT WORKSHEET 7.2.3

E

With your knowledge of the facts, some staff support from the school, and an understanding of the kind of program you want, your next step will be to identify parents within the neighborhood to support and participate in the new program.

1. These parents will generally by recognized leaders* within the neighborhood. Convince them to support your proposed program and ask them to join you in your efforts. They can begin the process of clarifying the project** to the other residents of the neighborhood.

2. Join with parent leaders in explaining** and seeking approval of the project from parent-teacher associations*** and any other recognized community groups.

* Linking mechanism--opinion leader

** Public relations strategies

*** Linking mechanism--auxiliary voluntary organization

Course 7 - The Community as a Problem-Solving Resource

Module 7.2 - Reaching and Involving the Community

Background I-D 7.2.1

Background Materials

Reaching and Involving the Community

Since the roots of school violence and vandlaism lie largely outside of the school yard, the community must be involved in a cooperative effort with educators if solutions are to be found. Involvement of community members, organizations, and agencies is necessary if real prevention approaches are to be implemented. Development of a community school program provides a practical mechanism to coordinate the resources required to deal with the socioeconomic problems that have been associated with problem behaviors in school. However, even limited types of cooperation in small tasks with specific short-term objectives also can make valuable contributions to reduction of problem behaviors.

Among the factors that have been correlated with school violence and vandalism are unmet needs for health and mental health care, for recreation, substance abuse treatment, pregnancy and abortion counseling, employment assistance, and a laundry list of other services. The school obviously does not have the resources to provide all of the needed help. Social and health care agencies, too, are often unable to meet the wide spectrum of a community's needs, especially as city, county, State, and Federal budgets are reduced to reflect taxpayers concerns about big spending. These realities of modern society suggest that new methods should be developed to reduce costs and improve efficiency of service delivery.

The community school concept offers just such promise. It provides agencies a centralized location and mechanism for reaching an identified group of high priority clients. It also helps reduce costs through elimination of duplicative service delivery.

The community school stays open in the afternoons, evenings, weekends, and summer months for use by many people within the community. Adults and youth as well as the students can take part in a variety of recreational and educational experiences at a community school. In addition, it serves as the center for delivery of needed human service through cooperation between the school and the community social agencies.

Community involvement in a school, whether it is limited to an isolated activity or involved a full-scale community school program, can only be achieved through a concerted and well-directed effort. It will not simply evolve. Someone has to provide a spark of leadership and then be willing to commit energy and time to the program. Administrators and key decision-makers within the government must actively back and support the effort, and finally, the community has to believe in it and be willing to participate actively. The educational system must be willing to take risks, provide needed personnel, and make facilities available to the community. In addition, social agencies have to cooperate in the delivery of needed services.

The Need for Leadership

Most existing programs of community-school cooperation have been started by a single, highly motivated individual with a commitment to solving a specific problem. Sometimes it is a school principal confronted with heavy losses due to vandalism or enormous disruptions as a result of drug use. In other instances, it will be a city recreation director struggling to find places for ghetto children to play basketball in the afternoon. Head Start program directors, district school superintendents, and parents also have provided the needed spark of leadership.

Community involvement programs require a person who can perceive community and school needs and is able to create an awareness of these needs. In addition, he or she must be able to motivate, organize, guide, stimulate, and conciliate. One expert in school-community linkages deemed this individual an "enabler" rather than a leader to highlight the sensitive role needed to persuade and involve people in a common objective.[1]

In the case of programs to reduce school violence and vandalism, the leadership usually comes from within a school, after the administrators and teachers have realistically faced the fact that they need the help of the community in developing preventive approaches. In other cases--less numerous, but not necessarily less effective--the community has provided a leader who works to make the school aware of the need for interaction.

Awareness of the problem is often all that is required for a leader to emerge. If your local school or community has not yet initiated programs in this area, leadership may evolve or develop as you make efforts to stimulate a wider awareness of the problem in your area.

Practicality and realism are the key factors in selecting a leader or in deciding whether you can provide the leadership. The initiator of a new program must have available time, as well as experience in organizing and directing people. Other "minimum qualifications" include self-confidence, originality, inventiveness, and knowledge of the institutions and organizations that will be involved in implementing the new effort. In addition to these abilities, the leader must have the backing of the educational system's administrators. Without this backing, no progress can be made.

Linking Mechanisms

Assuming that effective leadership is available and that the School Board and other officials approve of a specific plan, the next steps require finding solutions to such questions as:

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[1] Ringers, Joseph, Jr., Creating Interagency Projects (Charlottesville, Va., Community Collaborators, 1977).

- How can the public be made aware of the problem?

- How can community members and agencies be recruited to help?

Experts of community organization suggest using one or more change agents or linking mechanisms to reach the community. The most practical of these from a school's point of view include:

- Detached worker--Use a professional person who goes to the home or office of those to be influenced.

- Opinion leader--Obtain assistance from a natural or indigenous leader in the neighborhood.

- Auxiliary voluntary associations--Use an organization formed under the school's auspices and composed of members from the school and the community.

- Mass media--Get coverage in newspapers and on television and radio.

- Formal authority--Employ the school's legal authority to require members of the community to cooperate (e.g., power of the school principal to expel a student unless certain conditions are met).

- Delegated function--Delegate responsibility for leadership to another organization, which will serve as an advocate to school and community.

Each of these linking mechanisms can assist the school in reaching out to the community. They can be the channels of communication to spread word about the need for cooperation and to develop an awareness within the community that assistance is needed from individuals and organizations.

Any effective program of school-community cooperation must have a firm foundation of widespread acceptance that a problem exists and consensus about the value of joint effort to combat it.

Public Relations Strategies

The linking mechanisms selected to help the school can employ a wide range of well-known public relations tools to get the backing and support needed. Some of the most effective strategies a school can use to reach the community include:

- Influencing legislators, mayors, city councilmen, and other political leaders

  - making personal visits
  - writing letters
  - developing petitions
  - testifying at public hearings

- Getting and giving endorsements
- Taking a survey to assess community needs
- Canvassing
- Operating a speaker's bureau
- Giving presentations to local civic groups
- Preparing posters, exhibits, films, slide/tape presentations
- Running a contest or an awards program
- Preparing and submitting articles to local news media
- Appearing on television talk shows
- Expressing opinions on radio call-in programs
- Appointing a task force
- Developing brochures, flyers, direct mail material
- Publishing a newsletter.

Finding the Money to Get Started

New programs cost money. Just the design and development of new programs--not to mention operating them--cost considerable sums. Volunteer programs need trainers and supervisors as well as a program coordinator. They also need materials, rewards for participants and evaluation. Community schools, for example, require extra funds to coordinate activities, make community contacts, train and supervise volunteers, and keep buildings open. In addition, money may be required to bring extra services into the schools when costs are incurred by interagency agreements.

To obtain "seed money"--the funds needed to start programs--people use a variety of Federal, State, and local resources. Dr. Marylmarie Farrell, principal of the Dodge Park Elementary School in Landover, Maryland, started by using a vacant assistant principal slot to employ a "community resource" person. Using this single staff member to make contacts and garner support in the community, Dr. Farrell's school developed a highly successful communuty education program that offers enrichment for day students between 4 and 6 p.m., evening classes, and staff development activities. When the program was well underway in 1974, it offered 45 extra classes attended by 850 people from the community.

In Wilkes County, North Carolina, four community education centers were opened with a minimum amount of seed money plus shared costs from a number of community

agencies. Title III (ESEA) funds were available for staffing, and the community college supplied one of the four directors. Volunteers taught classes. State funds and support from county agencies kept the school board's expenses to under $10,000 per year.

According to the Mid-Atlantic Consortium for Community Education, a pilot program can be established for less than 1 percent of the school budget. This means that a district with 5,000 students and a budget of about $5 million, can start a community education program for about $25,000 to cover the salary of a half-time director, utilities, and maintenance costs. These costs often are offset by savings realized from reductions in vandalism, theft, and other problem behaviors. A variety of resources exits in each area to help identify funding sources. The Federal Government, State and local governments, private foundations, local citizens, and private business call can help. For those inexperienced in this important aspect of program development, the best and most expeditious sources of assistance are those people who already have programs underway. University offices of grant supported research, other community school programs, and city and State offices that already have grant funds ordinarily can provide invaluable technical assistance. Often they are more than willing to assist others in solving problems that they already have confronted in trying to start a program. Although a full discussion of fund raising exceeds the scope of this module, those in need of money for development of a program can get information and assistance from these resources.

Any group trying to locate seed money should develop a miniproposal that describes the problem and the proposed solution to it. The two to five or six page document should also contain: a statement of purpose and objectives; a brief discussion of methods to meet the objectives; and a statement of anticipated costs. Use the miniproposal to sell the idea to get seed money from local sources(businesses, wealthy individuals, local foundations).

The miniproposal can later be expanded to form the basis for a formal grant application that meets the specific requirements of a funding agency (e.g., HEW).

Involving the Community

Just developing an awareness within the community that a problem exists does not ensure active participation in an effort that will deal with the problem. The next step in implementing a program is to get the needed involvement. For a limited program, linkage may not be too difficult. It may only involve recruiting several volunteers or obtaining the cooperation of a single agency or organization. The undertaking is much larger (and more rewarding) when a community school program is being developed. In this case, the school may need community help to recruit volunteers, set up adult education classes, obtain services from local human service and health care providers, appoint a citizen's advisory board, and to obtain many other kinds of assistance.

Developing Linkages

Jacqueline Scherer of Oakland University developed a model for improving school-community cooperation and coordination that will help the school involve a wide spectrum of community members and organizations.[2] The model uses a seven-technique system to develop the needed linkages in a resource-sharing network:

1. Increasing the number of contacts between the school and other agencies of socialization--"Use school space for community socialization organizations; house crisis centers within school walls. Develop formal and regular linkages between the school and other community organizations." Mechanisms may include informal cooperation, formal cooperation based on written agreements, formal purchase agreements, and coordinated services. Encourage informal inter-organizational ties at the middle level of organizations to bring teachers and agency staff together with community representatives.

2. Using varied channels for contact--"Actively involve students as a communication channel for reaching the community members and the organizations within the community."

3. Recognizing shared responsibilities--"Develop within the school and the social service agencies the concept that each professional belongs to a larger socialization network that is accountable for shared socialization of youth." The shared goal of both schools and human service agencies, thus, is to increase the "social capital" of youngsters so that they have many sources of support.

4. Extending network range--"Increase the number of ties between organizations." Technique 1, increasing the number of linkages, will increase the density of networks, but the range also must be extended. Schools have isolated themselves from many spheres (e.g., local government, planning, budgeting). The school's voice needs to be raised in issues. Both school staff members and community members need to serve on community boards, planning commissions, and community groups. The school's interest needs to be advocated through these contacts.

5. Expanding liaison staff--"Designate persons to enlarge community links and develop more creative roles for such personnel." Provide the liaison effort with high-level involvement, administrative supports, and attention.

6. Reducing negative linkages--"Recognize that not all community-school linkages will yield positive results." Analyze contacts for positive or negative potential and develop strategies for reducing negative contacts.

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[2] Scherer, Jacqueline, "School-Community Linkages: Avenues of Alientation or Socoalization," in School Crime and Disruption: Prevention Models (Washington, D.C.: U.S. Department of Health, Education and Welfare, Government Printing Office, June 1978).

7. Researching school networks--"Make serious efforts to identify and document contacts in order to increase an understanding of the process network formation."

Handout 7.2.1 contains a matrix that will help track community contacts and their outcomes. It also provides a convenient list of the range of agencies and organizations that can be involved in a community school program. The matrix, as shown, may be used to keep a master record list of all contacts in a given period (e.g., monthly). The same format may be used on a separate page for each individual agency to keep a long-term record of continuing contacts and the results of each.

CASE STUDY: HOW ONE MODEL COMMUNITY SCHOOL GOT STARTED

Yerba Buena High School in San Jose, California, has developed on of the nation's most successful community school programs to reduce violence and vandalism. This program developed in a neighborhood troubled by the full spectrun of modern socioeconomic problems, including high incidence of families living below the poverty line, large percentages of minority families headed by a single parent, and elevated rates of drug and alcohol abuse, chronic unemployment, and crime. Before introduction of the community education approach, the school was unable to operate as an educational institution; teachers had to devote their entire attention just to keeping order. Suspensions, truancy, and drug-related problems were everyday occurrences. Grade averages were very low.

Faced with these problems, Gerald Mullins, who now directs the project at Yerba Buena, decided that something had to be done. He implemented community education concepts in a program that is well-known throughout the country. It turned Yerba Buena into a school with improved grade averages, little truancy, and almost no vandalism and violence. Jerry and his staff analyzed their program after it had been in operation for several years to try to show others how they accomplished these impressive results. The program development model that emerged is one that will work in any community. Handout 7.2.2 presents the model essentially as it was developed by the Yerba Buena staff. It provides an action plan for communities who wish to start a comprehensive program of school-community cooperation to reduce violence and vandalism.

Course 7 - The Community as a Problem-Solving Resource

Module 7.2 - Reaching and Involving the Community

Background I-D 7.2.2

Background Materials

"School-Community Linkages:
Avenues of Alienation or Socialization"

An article by Jacqueline Scherer, Oakland University, Rochester, Michigan, in School Crime and Disruption: Prevention Models, a publication of the National Institute of Education, U.S. Department of Health, Education and Welfare. Washington, D.C.: U.S. Government Printing Office, June 1978.

(See attached)

SCHOOL-COMMUNITY LINKAGES: AVENUES OF ALIENATION OR SOCIALIZATION

Jacqueline Scherer
Oakland University
Rochester, Michigan

Delinquency has been defined as a "troublesome orientation" suggesting a "willingness to engage in forms of behavior, especially peer behavior, which render the individual vulnerable to punishment and sanction by adults (1)." Youths who have such an orientation can be said to be alienated – a state representing a serious breakdown in socialization or a "mutual divorce between the individual and society (2)."

If delinquency can be viewed as a socialization problem, then its causes and cures may be explicated by examining society's agencies of socialization and the delinquent's relationships to them. In such an examination, the school will be a primary focus, for, as John Dewey pointed out in 1897, the goals of education and of socialization are closely related:

> *"Education being a social process, the school is simply that form of community life in which all those agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of the race, and to use his own powers for social ends* (3)."

Dewey also noted that for socialization to occur, or for people to come to hold the values of a common culture, there must be adequate communication (4). Effective socialization requires that socializing agencies share a common purpose and a common responsibility and that communication among them be open and continuous.

Unfortunately, most contemporary socialization organizations, both formal and informal, do not perceive Dewey's commonality of purpose nor do they accept a shared responsibility for social tasks. Their relationships, in fact, are char-

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acterized more by hostility, competitiveness, and isolation than by common purpose – a divisiveness and lack of communication which provide avenues of alienation for young people. Juveniles who come in contact with several different socialization organizations thus encounter inconsistency, uncoordinated activities, and communication breakdowns. And those who "slip between the cracks" of organizations are only too likely to find pathways to delinquency and crime.

Study of social networks – or the linkages between and among individuals, groups, agencies, and organizations (5) – can help in the prevention of delinquency by identifying points at which linkages are weak or nonexistent and the ways in which communication among units of socialization can be improved. An examination of the social network of the typical public school may help educators, and others concerned with the school's role in delinquency prevention, to identify and correct inadequacies in communication and cooperation between the school and other agencies and institutions affecting youth.

THE SOCIAL NETWORK OF THE SCHOOL

From descriptions of school-community relations in the literature and reports of current research it is possible to construct a model of a school social network which is typical of most communities. Analyses of social networks may include measures of the density of the network, or the number of contacts and frequency of contacts between two points; the range of contacts, with measures of the degree of overlap or scope; the durability of contacts over time; and the intensity or psychological potency of the contacts. From such measures one can make judgments about the strength or weakness of different parts of the network; estimate the efficiency of various channels and linkages between points; and begin to make tentative statements about the qualitative dimensions of contacts.

The "domain" of the school includes all formal instructional services for youth between ages six and 16, or grades K – 12. In this context, the term domain means the organization's locus in a field, including not only its goals, resources, and activities but also important ideological dimensions (6). Since compulsory school attendance laws legitimize the school's domain and create formal ties between the school and virtually all youth, the school is highly visible within any community. Strong legitimization and a high profile combine to make the school the most powerful formal institution of socialization in the community, second in influence only to the family.

Schools generally are dominant in their contacts with other agents of socialization; school staff initiate most contacts and limit them, as much as possible, to formal situations located in the school building. Parent involvement, for example, is structured within the Parent-Teacher Association or occasional school visits, usually clearly identified by such devices as requiring parents to obtain "visitor" passes. The volume of organizational contacts between youth groups and schools is surprisingly low (7) considering the enormous number of contacts between individual youths and the school. Since other socialization organizations deal with only a fraction of the total youth population on a more informal basis, they are less able to regulate the format or volume of contacts and are vulnerable to client withdrawal.

The types of contacts initiated by schools reflect their powerful position. On the one hand, the school can claim that its domain is restricted to "academic" matters, while on the other it can claim to serve "the whole child." In this way the school can add or substract from its domain with more ease than other socialization organizations, particularly those dealing with disruptive youth. The definition of responsibility may become very narrow for disruptive youth whereas it can be expanded to broadly accommodate the development of more acceptable young people.

Even a cursory description of the social network of the school reveals the strength of the school's position in terms of frequency of formal contact, isolation of the school from other socialization organization and agencies, and the relatively close connection between school and family. A sharp contrast between the quality of family ties and those between the school and other community organizations can be seen. Family ties are affective, characterized by the personal, supportive, responsible, and sustained contact which is essential for human development and behavioral change. The linkages between the school and other organizations or individuals are just the opposite: bureaucratic, rather than personal, formal instead of mixed; more regulative than supportive, rigid instead of responsive, more intermittent than sustained; and characterized by specialized and independent rather than cooperative and mutually reinforcing activities.

Several important questions emerge from these observations: How can school personnel establish productive linkages with families? Are there other natural informal linkages between school and community socialization organizations? How can the frequency of student contacts with the school be used to redesign the so-

cial network? Is there a difference between the voluntary ties of an individual with other community organizations and his involuntary ties with the school? Although more research is needed to adequately address these questions, some strategies for improving school-community linkages can be suggested.

IMPROVING SCHOOL-COMMUNITY LINKAGES

This view of the school within a socialization network suggests some approaches to improving the socialization process by concentrating on linkages in the network. These include: (1) increasing the number of linkages between the school and other agencies of socialization; (2) using a variety of channels for contact; (3) formally recognizing shared responsibilities in socialization; (4) extending the range of the socialization network; (5) developing more liaison staff; (6) reducing the impact of negative linkages; (7) conducting research and other analyses of social networks.

INCREASING THE NUMBER OF TIES

An obvious strategy for improving the school's social network is to increase the number of linkages between the school and the community. School critics have argued for such a change, demanding that school walls be torn down. Some advocate the "deschooling" of society and the destruction of "hard" walls (8); others simply want to reduce the isolation of the schools and "soften" the walls (9), but almost all decry the artificial barriers between school and community. Specific ways to increase ties are:

1. *Utilize school space for community socialization organizations.* For example, locate youth assistance offices or city recreation department offices in school buildings, or provide space for personnel from voluntary socialization organizations, such as churches, to assist youth. This is done regularly for social workers and, in many large cities, police counselors; but the idea can be expanded to include a variety of socializing agents and organizations.

2. *House crisis centers within school walls.* Modest success has been reported with peer counseling centers operating within regular school programs, and the idea of school "crisis" has as much validity as any other. Intervention centers which provide coordinated services to youth can be developed (10).

3. *Develop formal and regular linkages between the school and other commun-*

ity organizations. It might be useful to view this as a process, starting with informal cooperation and moving into regularized and formal agreements. Weinstein and Morover (11) have developed a typology of the four patterns of organizational relationships found in health and welfare organizations which could be applied to the socialization network. These categories are:

a. Informal cooperation – e.g., client referrals, information exchanges, professional consultations, and service planning.

b. Formal cooperation – e.g., written agreements providing for personnel exchanges, material exchanges, patient transfers, and counseling services.

c. Formal purchase agreements – one organization agrees to purchase services from another, recognized in a contract of specified duration, usually listing the hours of service and a certain percentage of an employee's time. The goal here is to avoid duplication of services or staffs when the volume of demand for such services is low.

d. Coordinated services – two or more organizations working together in joint programs, shared facilities, or pooled resources to provide a package of service.

Weinstein and Morover note that "public central, public local and private endowed organizations have high boundary control because of their stable channels of funding (12)." Schools also have been able to remain isolated for this reason, entering into organizational relationships only when forced to do so by community pressures or state law.

4. *Encourage informal inter-organizational ties at the middle level of the organization*. Teachers and agency staff can meet in community groups. The emphasis upon management participation in such groups as the Junior Chamber of Commerce, Kiwanis, Rotary, United Fund, and Welfare planning groups is well established in both industry and commercial organizations, but school representation has generally been restricted to high-level administrators. Teachers could be relieved of classroom responsibilities on occasion to attend such meetings and school representatives can be encouraged to participate in social policy boards by accepting this as a regular part of the job. Community involvement could become as much a part of the professional development of school teachers as it has become for academic staff of universities. In a similar fashion, agency representatives can become regular participants in school activities, assisting in curricula policy development and other school concerns.

USING VARIED CHANNELS FOR CONTACT

An examination of existing channels between the school and other community groups reveals that the most numerous, as well as the shortest, channels between the school and families are those followed by students. Underutilization of these effective linkages is wasteful. Use of students to tie the school to agencies and organizations in the community also is a practical and effective way to involve students in the socialization process. Student involvement, which can operate on both formal and informal levels, also will facilitate the first strategy: increasing the number of linkages or ties.

Prominent educational critics have noted the importance of involving students more actively in school and community organizations, citing the importance of developing autonomy, learning the skills of group work, and becoming involved in meaningful activities. The National Commission on Resources for Youth has encouraged participatory programs for young people in both school and community programs. Youth participation is defined as "involving youth in responsible, challenging action that meets genuine needs, with opportunity for planning, and/or decision making affecting others, in an activity whose impact or consequences extends to others – i.e., outside or beyond the youth participants themselves (13)." Other ideas are the Integrated Community Education System (14) which enables students to become "partners in research" within the local community; the Open Partnership (15) which leads to shared decision-making by everyone concerned with education; and a growing number of work-study vocational education programs which include student internships outside the class. The goal of most of these efforts is to actively engage students in the socialization process. The Panel on Youth (16) concluded that the best way of encouraging young people to take on more responsibilities, "to interact with people across a broader range of ages and circumstances, and to expand their work-role experiences," was to decrease the time that young people spend in formal educational settings (17). It was also suggested that the federal government provide funds for "host" organizations in the community.

RECOGNIZING SHARED RESPONSIBILITIES

Most staff do not view themselves as providing social services, a perspective which is made possible by the nature of school financing. In recent literature on inter-organizational relationships in the social services, schools are discussed only marginally. Most citizens do not see the problem of welfare financing as related

directly to the issues of educational funding, and the debates over accountability to date have not directly linked academic services with other specialized social services. As a result, the schools' interpretation of their domain has been relatively unchallenged. It is unlikely that schools will voluntarily redefine existing domain assumptions, although it may be possible to encourage voluntary cooperation between schools and community organizations.

The lack of official recognition of the shared domain in youthful socialization has made it impossible to design good follow-up programs. Young people who have experienced difficulties in particular socialization organizations (such as offenders, disabled learners, disruptive youth, or medically handicapped juveniles) generally have not received the necessary follow-up services (18). While schools have effectively withstood most pressures to assume more responsibility for students in nonacademic areas, many students are simply pushed out by administrative rules for expulsion or suspension.

Support and feedback, two essential requirements for resocialization efforts requiring strong network linkages, can be provided through organized self-help groups; professional crisis counseling; reference group support to encourage change; and other valuable but informal unorganized support systems (19). The goal is to increase the "social capital" of these youngsters so that they have many sources of support. All members of the socialization network should be held accountable for follow-up and follow-through with problem-oriented young people.

EXTENDING NETWORK RANGE

Increasing the number of ties and the overlap between organizations will make socialization networks more dense, but the range of these networks also can be extended. Schools have remained aloof from important socialization activities occurring outside their immediate domain. The most blatant example of this has been television, which clearly plays a potent role in the intellectual, emotional, and character development of young people. Until recently, school administrators and teachers have been silent regarding the quality or quantity of television viewing. Parent-teacher groups have become increasingly concerned, but school officials remain reluctant to participate in coordinating programs or supervise the development of media policies.

Another area in which the school remains uninvolved is that of recreation.

Except for the participation of young people in formal school sports programs or officially sanctioned school activities, school staff generally do not support recreational programs. One source of this reluctance may be the fact that many schools are required to provide transportation for students who engage in school-supported recreational events; yet Boards of Education seldom request funds for improved public transportation so that recreational programs can be further developed. Strategies which require school staff to cooperate actively with other socialization organizations within the community and beyond its borders may make school personnel more aware of the importance of their work to the task of education. Such strategies include school staff on governing boards of community groups; community seminars on youth; planning commissions regulating and designing policies to coordinate activities; and official recognition of mutual responsibilities in socialization.

EXPANDING LIAISON STAFF

Another strategy for increasing school-community linkages is to develop more liaison staff and to design more creative roles for such personnel. The growing interest in youth advocacy represents one such effort. Youth advocates can effectively espouse the interests of individual youth, crossing the boundary lines of many socialization organizations and refusing to accept a limiting definition of their role. Outreach workers (community aides, attendance staff, social workers or whatever else they may be called) can provide a continuous flow of information across channels.

One danger in any liaison role is that the actor will not be given sufficient autonomy to operate effectively. When this occurs, he or she becomes an instrument of administrative policies without an independent base. To a large extent this has happened to school guidance counselors who spend most of their time testing, screening, and guiding students into school tracks rather than operating between home and school or linking various areas of the student's life. There is some value in officially recognizing such a role within a school, but to be effective liaison staff must be given sufficiently high status to effect real change. Also, practical support must follow liaison efforts in the form of resource commitment; thus, implementing liaison strategies requires high-level involvement and attention.

REDUCING NEGATIVE LINKAGES

It would be misleading to assume that all school-community linkages have positive results. For example, there is often unofficial collusion between police and school staffs which diminishes student trust in all official organizations. Business contacts also may restrict school perceptions in such important areas as curricular development. Many peer contact groups either do not discourage delinquency or actually support it. It is important to analyze network contacts for their negative and positive qualities and to develop strategies which reduce the number of negative contacts or increase their distance from the school.

RESEARCHING SCHOOL NETWORKS

Empirical investigations must be undertaken to test the validity of any model. Most school and community organization staffs are unaware of the real nature of their contacts within the socialization network and tend to overestimate some contacts while underestimating others. It is important that serious efforts to identify and document contacts be undertaken on a systematic basis. Some analyses are exceptionally difficult but, in the long run, are worth the effort. Studies of peer networks, for example, can be useful in developing support systems and in finding programs which reduce negative contacts. The relationship between the family and the school also should be studied to provide a basis for using natural support systems to reinforce resocialization efforts. The methodology of network research ranges from complex mathematical modeling and highly sophisticated computer techniques to simple but systematic observation of what occurs in schools and community organizations. In all research the key to success is not quantity or sophistication, but careful attention to empirical reality.

The literature on juvenile delinquency also suggests strategies that begin with organizations serving offenders or with social services agencies dealing with youth. For example, Knudten (20) suggests that delinquency prevention specialists be included on state and local school boards; that teachers be trained in delinquency prevention; that school administrators attend in-service institutes on delinquency prevention; and that there be incentives for the schools to keep delinquents enrolled in school. Whether one begins with the school or with other community organizations, the goal is to increase the number, depth, and range of contacts between and among all agencies of socialization.

CONCLUSION

Because of its powerful position in the community, the school is a natural center of any socialization network. Unfortunately, this power can be used to stifle change by keeping innovation within the bounds of institutionalized structures, by co-opting personnel of other organizations, or by dominating community decision-making processes. Inadequate linkages between the school and other socialization organizations produce a reluctance to acknowledge problems of youth in school, a pattern of blaming others for problems, and a tendency to develop artificial boundaries to isolate schools as well as complex coping strategies to deal with perceived threats to their domain.

The effects of uncoordinated socialization can be seen in the ways in which young people use the compartmentalized structures to conceal information, to avoid responsibility, and to express frustration and alienation when their needs are continually unmet. It is not unreasonable to conclude that the divisions between and among the agencies and organizations intended for their socialization reveal the inauthenticity of society's commitment to youth.

FOOTNOTES

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6. Warren, R., Rose, S., and Bergunder, A., THE STRUCTURE OF URBAN REFORM: COMMUNITY DECISION ORGANIZATIONS IN STABILITY AND CHANGE (Lexington: D. C. Heath, 1974).
7. *Ibid.*
8. Illich, I., DESCHOOLING SOCIETY (New York: Harper, 1971).
9. Oliver, D., EDUCATION AND COMMUNITY: A RADICAL CRITIQUE OF INNOVATION SCHOOLING (Berkeley: McCutchen, 1976). Also Friedenberg, E., "The modern high school: A profile," in L. Drabick (ed.), EDUCATION: A SOCIOLOGICAL APPROACH (New York: Appleton-Century-Crofts, 1971).
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15. Ryan, C., THE OPEN PARTNERSHIP: EQUALITY IN RUNNING THE SCHOOLS (New York: McGraw-Hill, 1976).
16. Coleman, J. S., *et al.*, YOUTH: TRANSITION TO ADULTHOOD. Report of the Panel on Youth of the President's Advisory Committee (Chicago: University of Chicago, 1974).
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fessionals never follow up a client once he or she returns to school.

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Course 7 - The Community as a Problem Solving Resource

Module 7.3 - School/Community Links: Parents and Volunteers

Module Synopsis

Purpose

This session is designed to provide a rationale for parent and adult volunteer involvement and cooperation with schools to reduce violence and vandalism. It also presents an overview of operational methods of parent and volunteer involvement programs as well as a framework for developing, implementing, and maintaining parent/volunteer programs in the schools.

Objectives

Participants will be able to--

1. Describe four actual school/parent volunteer programs
2. Identify several obstacles to parent and adult volunteer involvement in school programs
3. Describe techniques that can be used to overcome obstacles to volunteer involvement
4. Enumerate the major steps involved in organizing and maintaining a parent/volunteer program within a school

Target Audiences/Breakouts

This optional core module is targeted at the preoperational to operational level. It is therefore suitable for a broad mix of participants.

Course 7 - The Community as a Problem Solving Resource

Module 7.3 - School/Community Links: Parents and Volunteers

Module Synopsis (continued)

Media/Equipment

Overhead projector
Screen
Flip chart

Materials

Transparencies

7.3.1	Range of Parent/Volunteer Programs
7.3.2	Four Major Obstacles to Parent/Other Adult Volunteer Involvement in School Programs

Worksheet

7.3.1	Major Obstacles to Parent/Volunteer Programs

Background Materials (Trainer/Participant)

7.3.1	Written Synopses of Four Effective Parent/Volunteer Programs
7.3.2	Summary of Methods/Procedures for Organizing and Maintaining a School-Based Volunteer Program
7.3.3	Techniques for Overcoming Obstacles

Background Material (Trainer)

7.3.4	Handbook for Secondary School Volunteer Tutor Programs (Maryland Board of Education)
7.3.5	Abstracts of Other Programs Mentioned in Trainer Discussion

Bibliographies

R.7.3.2	NSRN Bibliography and Resource List for Parent/Volunteer Involvement
R.7.3.3	Organizational Resource List

Range of Parent Programs

- Parent advisory groups/councils
- Volunteer listeners/parent counselors
- Parent patrols/observers
- Absentee students—parent callers
- Neighborhood "Watch House" surveillance
- Parent "Helping Hand" safety corridors
- Parent seminars/minicourse offerings
- Parent school beautification efforts
- Disciplinary boards
- Desegregation: interracial parent human relations groups

Four Major Obstacles to Parent Involvement

- Teacher/administrator reluctance to accept additional responsibility (planning, coordination, etc.)
- Dramatic increase in numbers of working mothers
- Distrust on part of parents, particularly lower income level parents, of school authorities
- Ineffective recruitment strategies on part of schools

Course Agenda by Module

Course 7 - The Community as a Problem-Solving Resource

Module 7.3 - School/Community Links: Parents and Volunteers

Total Time 1 hour

Module Summary

This module explores the rationale for cooperation and involvement between schools, parents, and other adult volunteers in the community; the range and types of parent/volunteer programs; the elements of several successful programs; the steps in setting up and maintaining an effective school volunteer program; the obstacles that schools, parents, and other community adults encounter in trying to work together; and outreach techniques that can assist in overcoming these obstacles.

Activity/Content Summary	Time
1. Rationale for Parent and Adult Volunteer Involvement Participants explore why parents, community members, and schools should interact and look at different types of parent/volunteer groups. A. Who Should Be Involved? B. Why Involve Parents? C. Who Benefits from Adult Involvement? D. Types of Parent and Volunteer Involvement	5 min.
2. Parent/Volunteer Programs The key elements of four successful parent programs are introduced. If time permits, other programs will be cited as well. A. What Can Parents and Volunteers Do? B. What Are Parents and Adult Volunteers Doing?	10 min.
3. Obstacles to Parent/Volunteer Involvement and Outreach Techniques Obstacles to parent and adult volunteer involvement in the schools are presented and examined by participants.	15 min.
4. Organizing Parent and Volunteer Involvement Programs Methods for developing and organizing parent programs are discussed.	15 min.

Activity/Content Summary	Time
A. Preliminary Steps	
B. Recruiting	
C. Screening, Interviewing, and Placement	
D. Orientation and Training	
5. Strategies for Sustaining Volunteer Interest	10 min.
Methods for curtailing parent dropout rate and sustaining interest are presented.	
A. Overview	
B. Strategies	
6. Wrap-Up	5 min.

Materials/Equipment | **Sequence/Activity Description**

1. Minilecture: Rationale for Parent and Volunteer Involvement (5 min.)

   A. Who Should Be Involved?

   - The population for potential parent and volunteer involvement includes--
     - Husbands and wives in conventional two-parent families
     - Single parents
     - Legal guardians (foster parents, relatives)
     - Other interested adults in the community, including the elderly.
   - They come from diverse socioeconomic backgrounds and experiences and maintain widely varying life styles. As a result, there is tremendous variance in attitudes, interests, and availability for involvement in school programs and activities.
   - There are parents who the schools can rarely reach and who respond with defensiveness, indifference, or confusion; there are other parents and community members who wish to be closely involved with the schools, with everything from organizing an "annual school pride day" to formulating school policy.

   B. Why Involve Parents?

   Trainer should make the following points:

   - Urie Bronfenbrenner, the noted educator and child psychologist, comments--

     ". . . we cannot escape the conclusion that if the current trend persists, if the institutions of our society continue to remove parents...from active participation in the lives of their children, and if the resulting vacuum is filled by the age-segregated peer group, we can

Materials/ Equipment	Sequence/Activity Description

anticipate increased alienation, indifference, antagonism, and violence on the part of the younger generation in all segments of our society. . . ."/1/

- o The evidence clearly sindicates that parent and other adult involvement in the schools is a key factor in arresting and preventing the violence and vandalism that stems from alienation.

- o Adults involved in both ongoing academic and extra-curricual programs and short-term crisis-oriented programs have had tremendous positive impact on school climate, including a reduction in disciplinary problems, disturbances, and violent and vandalous acts. We will look at some of these programs in a few minutes.

C. Who Benefits From Adult Involvement?

Trainer should solicit participant responses to this question and ensue that the following points are covered:

- o The schools benefit--Two-way bridges are built between school and community, which can introduce new resources and program possibilities.

- o Students benefit--Children do better--both behaviorally and academically--when parents and other adults are involved.

  - Student attitudes are improved.

  - Student achievement levels are raised.

  - "As parents participate they are developing a climate of high expectations... Children respond to the new interest and raised expectations. . . ."/2/

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[1] Bronfenbrenner, Urie, Two Worlds of Childhood: U.S. and U.S.S.R. (New York: Russell Sage Foundation, 1970), pp. 116-117.

[2] Fantini, M.D., "Participation, Decentralization, and Community Control," National Elementary Principal 48 (April 1969): 25.

- As Daniel Safran, director of the Center for the Study of Parent Involvement, said, "Children profit from almost every opportunity parents may have to demonstrate an interest in them." /3/

o Teachers and counseling staff benefit

- "It enables them to draw upon supplemental and often unique adult resources.
- It provides them with additional useful information on the children they teach.
- It permits them to understand more about the community served by the school." /4/
- It increases flexibility, as they get other perceptions concerning what they do.

o The volunteers also benefit

- When parents become involved in the schools, they can work with the school for the benefit of their children.
- They can help share the educational process and environment to better meet their children's needs.

D. Types of Parent and Volunteer Involvement

Trainer should make the following points:

o A number of different types of groups serve as vehicles for adult involvement in the schools.

- They range from loose, informally structured gatherings to highly structured, bureaucratically organized groups.
- Local, independent parent groups are often more informal, while school volunteer programs, under the auspices of school districts (boards of education) are more highly organized.

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[3] Safran, Daniel, Preparing Teachers for Parent Involvement (California: Center for the Study of Parent Involvement, 1974), p.1.

[4] Safran, p. 2

Materials/ Equipment	Sequence/Activity Description

- PTA's, which belong to a national network under the leadership of a Chicago-based office, are part of a national bureaucratic structure.

o PTA's and school volunteer programs, with their close organizational ties to school systems, are usually more conservative in their approach--working for a change through established channels

o Local, independent groups may use strategies for attacking problems and effecting change that are activist/advocacy-oriented.

o Some independent parent groups develop as a response to a specific crisis or controversy and disband once the problem is resolved.

2. Minilecture Using Transparency: Parent/Volunteer Programs (10 min.)

Overhead projector

Transparency 7.3.1

A. What Can Parents and Volunteers Do?

Show Transparency 7.3.1 and make the points below.

Range of Parent Programs

- Parent advisory groups/councils
- Volunteer listeners/parent counselors
- Parent patrols/observers
- Absentee students—parent callers
- Neighborhood "Watch House" surveillance
- Parent "Helping Hand" safety corridors
- Parent seminars/minicourse offerings
- Parent school beautification efforts
- Disciplinary boards
- Desegregation: interracial parent human relations groups

Materials/ Equipment	Sequence/Activity Description
	o This transparency outlines the range of parent/volunteer programs that have been tried out and have had some effect in reducing school violence, disruption, or vandalism. o Let's now take a more detailed look at the key features of four successful programs, each of which represents a different type of program.
Background Material 7.3.1	B. What Are Parents and Adult Volunteers Doing? (NOTE: Trainer should refer to Background Material 7.3.1, Written Synopses of Four Effective Parent/Volunteer Programs.) Trainer should make the following points: o Parent/Student/Teacher Advisory Group--Steinmetz High School, Chicago, Illinois This is an example of an intervention program. - The problem The problems were drug abuse, increased violence, and disruptive behavior. - The response The school asked Northwest Youth Outreach Program (YMCA) to assist in establishing a parent/student/ teacher advisory group and train the members on drug abuse issues. - Program activities The advisory group developed guidelines for handling student drug offenders, emphasizing community agency/ school cooperation. It also proposed and monitored implementation of a "Concern Room" to provide counseling to students with disciplinary problems. Counselors were parents, students, and teachers. - The outcomes Staff working in this program report that their effort resulted in increased community/school cooperation, mutual respect among students and teachers, increased school pride, and reduced drug abuse and disruptive behavior.

Materials/ Equipment	Sequence/Activity Description

o Parent Observers Program, Chicago, Illinois

This is an intervention and prevention program.

- The problem

  The problems were growing problems of drug abuse, vandalism, and gang warfare on school grounds within the 20th Police District.

- The response

  Police initiated a collaborative program with PTA groups, the Parent Observer Program, to patrol and watch school grounds after hours in School District 3.

- Program activities

  Parents patrolled or parked in cars near schools, reported any unusual activity to police immediately, never intervened in incidents, and held regular meetings to draw up schedules, distribute and collect report sheets.

- The outcomes

  Although there was no formal evaluation of this program, school officials report evidence of the program's success in reduced vandalism, gang fights, and graffiti, and in passage of a city ordinance enabling police to make arrests on school grounds without advance clearance from the school board.

o Volunteer Listener Program, West Chester, Pennsylvania

This is a prevention program. Antisocial and dysfunctional behaviors, which are precursors to disruptive, "acting out" behavior at the secondary level, are being addressed at the elementary level, before more serious problems emerge.

- The problem

  The problem was students demonstrating withdrawn, insecure, underachieving, antisocial behavior. They needed individual attention. Many had problems at home.

- The response

  The school guidance counselor and the school volunteer coordinator developed the Volunteer Listener Program, pairing the troubled student with a parent volunteer.

- Program activities

  Parent volunteers were trained in communication and listening skills. Volunteers were paired with students for 1 hour each week to jointly engage in an activity, such as a game, and to provide opportunity for the student to relate to a caring adult. The parent volunteer's role is not therapeutic in nature. Parent volunteers meet as a group with the school counselor once a month.

- The outcomes

  About 50 percent of students in 1977-78 paired with a volunteer listener parent showed marked improvement in self-image and academic and social achievement.

o Parents Offer Minicourses (Large Southeastern City)

- The problem

  The problem was violence and interracial tensions following recent desegregation.

- The response

  The city government Office on Race Relations developed the idea for minicourse offerings on human relations to replace study halls in district junior and senior high schools.

- Program activities

  Volunteers surveyed students, parents, and teachers to match student course requests with knowledge of parents and faculty. Minicourses in human relations-oriented, career-related subjects and topical themes given by parents, teachers, and adult community volunteers are held once or twice a week in study hall.

- The outcomes

  Student evaluations of courses are highly enthusiastic. Structured opportunities to learn about and communicate on human relations topics improved student attitudes toward each other and toward the school.

If time permits, trainer may wish to review the following additional programs.

Materials/ Equipment	Sequence/Activity Description
Background Material 7.3.5	(NOTE: Trainer should refer to Background Material 7.3.5, Abstracts of Other Programs Mentioned in Trainer Discussion.)

o Link-up with neighborhood schools

Following tension-ridden desegregation efforts, a northwestern urban school district decided to institute after-school and weekend classes in students' neighborhood schools to maintain a link for students with their former schools and to reduce tensions. Parents, teachers, and other community volunteers offered courses ranging from astronomy to car engine repair.

o Crisis counseling

A northwestern urban school district instituted a crisis-oriented counseling team, involving parents, teachers, students, and professional counselors, to alleviate tensions and alienation in grades K-12 generated by desegregation/busing efforts.

Parent forum

A large eastern city middle school established a parent forum through which about 15 parents of disruptive students had an opportunity twice a week to meet with school counselors, a psychologist, psychiatrist, and school principal to discuss the school's team counseling approach and the school's disciplinary procedures.

o Patrols

A southern suburban school district organized civil patrols of citizens and parents to patrol school grounds to check locks, windows, and doors, and to report anything suspicious to police (using walkie-talkies).

o Neighborhood reports

The Denver, Colorado, Board of Education, asked parents and neighbors adjacent to schools to report unusual activity after hours to police and the school security office. Monetary rewards were offered to callers whose calls resulted in prevention or apprehension of criminal activity.

o Rules and regulations committee

A rural western school district established a committee, drawn from the community and including many parents, to establish realistic rules and regulations concerning student conduct.

Materials/ Equipment	Sequence/Activity Description
	o Parent advisory council A small urban western school district established a parent advisory council for its alternative council for its alternative high school to review and make recommendations on curriculum and operational procedures of the school.
Overhead projector Screen	3. Small Group Activity Using Transparency and Worksheet: Obstacles to Parent/Volunteer Involvement and Outreach Techniques (15 min.) Trainer should make the following introductory point: o There are numerous roadblocks in the way of gaining parental and community involvement and participation. These obstacles inhibit, and often nullify, attempts to establish parent/volunteer programs.
Transparency 7.3.2	Show Transparency 7.3.2 and highlight the obstacles shown. **Four Major Obstacles to Parent Involvement** • Teacher/administrator reluctance to accept additional responsibility (planning, coordination, etc.) • Dramatic increase in numbers of working mothers • Distrust on part of parents, particularly lower income level parents, of school authorities • ineffective recruitment strategies on part of schools
Flip chart Worksheet 7.3.1	Trainer breaks participants into small groups of five or six and refers them to Worksheet 7.3.1, Major Obstacles to Parent Volunteer Involvement. Trainer gives the following directions: o Please review these obstacles quickly. o The groups you are in now are for brainstorming. o Have one person read out one of the obstacles.

Materials/ Equipment	Sequence/Activity Description

- Then generate--and list on a flip chart--three or four solutions to overcome the obstacles; then go on to the next obstacle.

- You have 5 minutes.

After 5 minutes, the trainer should reconvene large group and ask one person from each small group to review the small group's flip chart list.

Background Material 7.3.3

Trainer should also point out Background Material 7.3.3, Techniques for Overcoming Obstacles, which lists additional suggestions.

4. Discussion and Minilecture: Organizing Parent and Volunteer Programs (15 min.)

Background Material 7.3.2

(Trainer should refer to Background Material 7.3.2, Summary of Methods/Procedures for Organizing and Maintaining a School-Based Volunteer Program.)

Trainer should point out that there are a number of required steps in organizing and maintaining a parent program. We will look at these, using a school volunteer program model.

A. Preliminary Steps

Trainer should make the following point:

- Before the first volunteer is even recruited, the school should take some preliminary steps and ask participants to suggest some. These might include--

  (1) Examine needs (how can volunteers be directed in their efforts to reduce vandalism and violence?)

  (2) Investigate school climate (for example, is there resistance?)

  (3) Meet with all groups you want to involve in the program (groups may include PTA's, Junior League, business and professional women's clubs, etc.)

  (4) Set up an advisory committee involving all groups whose support will be needed

  (5) Select goals for the program with specific measurable objectives

  (6) Establish a system for recording volunteer hours, contributions

Materials/ Equipment	Sequence/Activity Description

(7) Decide on organizational structure (for example, who will coordinate volunteer program?)

(8) Write job descriptions for all tasks for which volunteers will be sought (for example, what kind of functions will parent hall security aides perform? How many are needed at what times?)

(9) Get written school board support for your school volunteer program.

(10) Check with the superintendent's office regarding health requirements or other State and local policy matters regarding volunteers (for example, many parents work in their own child's classroom?)

(11) Develop recruitment literature

(12) Plan recruiting strategies (find out how other community agencies get volunteers, etc.)

(13) Plan for a continuing evaluation of the program

(14) Establish a communications system (disseminate a newsletter, produce an annual report, etc.).

B. Recruiting

Trainer should next request suggestions concerning the second phase in organizing a volunteer program, recruiting. Methods for recruiting include--

(1) Sending teacher/volunteer teams to service clubs, church groups, community organizations, and agencies to recruit through presentations (slides/films are effective supports). The PTA is an excellent source of parent volunteers.

(2) Submitting feature articles to local newspaper on volunteer activities (for example, those activities effective in combatting school violence and vandalism).

(3) Disseminating bumper stickers.

(4) Distributing leaflets with return coupons at shopping malls, doctors' and dentists' offices, subway stations, etc.

(5) Making public service announcements on radio and TV, using volunteer as announcer.

(6) Providing public libraries with posters and bookmarks.

(7) Pitching presentations to volunteerism providing career exploration opportunities.

(8) Exploring prospective volunteers' interests.

(9) Matching volunteers' skills, interests, and experience with program needs. Don't overlook the "home-bound" volunteer.

(10) Making contact with the Voluntary Action Center (VAC) in your community, if it has one.

C. Screening, Interviewing, and Placement

Trainer should make the following points:

- The next critical phase of organizing a program involves screening, interviewing, and placement.
- Important considerations are--

(1) Matching volunteers' skills, aptitudes, and interests with school needs (during screening and interviewing)

(2) Initiating "trial" placements, to optimize the fit between volunteer and assignment

(3) Obtaining written commitments from volunteers stating days and hours they expect to work

(4) Establishing times for communication between volunteer coordinator and individual volunteers.

D. Orientation and Training

Trainer should make the following points:

- Orientation and training are vital steps for providing volunteers with greater self-confidence and ease in performing assigned tasks.
- Orientation should give the volunteer--

(1) Understanding of goals and policies of the school and the volunteer program

Materials/ Equipment	Sequence/Activity Description

(2) Procedures for signing in and out, parking, maintaining confidentiality

(3) Familiarity with school building layout

(4) Introductions to key school administrators and staff members.

- o Training, as distinct from orientation, can be in the form of--

(1) Preservice, or advance, training for special skills.

(2) Inservice, or on-the-job, learning which should give volunteers the opportunity to discuss mutual problems and concerns and to actually learn techniques for improving job skills.

5. Discussion: Strategies for Sustaining Volunteer Interest (10 min.)

Trainer should make the following points:

- o A successful volunteer program must foster a sense of belonging and provide rewards that encourage the continuing participation of volunteers, particularly for busy, often overcommitted parents.
- o The volunteer coordinator can employ a number of strategies to maintain volunteer interest and participation.

Trainers should solicit suggestions from participants. These might include--

(1) Conducting annual volunteer recognition events (for example, volunteers in West Chester, Pennsylvania, get a card which admits them to all school-sponsored activities, including plays and sports events; a restaurant in Cedar Rapids, Iowa, treated the community's school volunteer coordinators to dessert and coffee)

(2) Presenting certificates of recognition signed by school system leaders or state boards of education (as they do in Prince Georges County, Maryland)

(3) Providing continuous positive feedback with praise for specific activities

(4) Emphasizing the job market value of learning new skills and applying existing skills

Materials/ Equipment	Sequence/Activity Description

(5) Offering opportunities for increased responsibilities and personal development

(6) Submitting feature articles to local newspapers work of volunteers

(7) Nominating exceptional volunteers for awards in the community

(8) Publishing a school volunteer newsletter and sharing it with the community (civic associations, city council, etc.)

(9) Rewarding outstanding volunteers with "scholarships" to workshops and conferences that will advance their special skills.

6. Summary (5 min.)

Trainer should make the following concluding points:

- Parents and other interested adults in the community (e.g., the elderly) can and should become involved in school programs.
- Parent/school/community interaction and cooperation holds benefits for all involved and has the effect of reducing student tension, alienation, violence, and vandalism.
- Parents and volunteers are engaged in many successful programs aimed at reducing violence and vandalism that can be replicated and adapted to fit the unique needs of individual school districts across the country.
- There are discrete processes, methods, and techniques that can be applied to developing, implementing, and maintaining sound school volunteer programs.

Course 7 - The Community as a Problem-Solving Resource

Module 7.3 - School/Community Links: Parents and Volunteers

Worksheet I-D 7.3.1

Participant Worksheet

Major Obstacles to Parent/Volunteer Involvement

- Teacher and administrator reluctance to accept additional responsibility (planning, coordinating, maintaining a parent program)
- Dramatic increase in numbers of working mothers
- Distrust on the part of parents, particularly lower income parents, of school authorities
- Ineffective (or nonexistent) recruitment strategies on the part of schools
- Lack of communication channels or contact between parents and schools
- Lack of transportation for parents to commute to and from school, particularly in situations where students are bussed to schools miles from home
- Administrator and teacher fears of being judged by parents
- Administrator and teacher fears of parent "troublemakers" who might vent frustrations in a counterproductive way
- Economic factors which force parents to be preoccupied with basic survival needs ahead of anything else--such as school environment
- Lack of teacher training on how to use parent volunteers effectively
- Lack of training for parents to develop skills for more specialized kinds of functions in the schools
- Ineffective or nonexistent school board coordination of parent/volunteer programs

Course 7 - The Community as a Problem-Solving Resource

Module 7.3 - School/Community Links: Parents and Volunteers

Background I-D 7.3.1

Background Materials

Written Synopses of Four Effective Parent/Volunteer Programs

Example 1: NORTHWEST YOUTH OUTREACH PROGRAM, YMCA, CHICAGO, ILLINOIS

Steinmetz High School -- Parents/Students/School Staff Advisory Group

The Northwest Youth Outreach Program (NYOP) in Chicago, part of the YMCA, is an activist drug treatment organization which uses an outreach model to get youth into treatment. The NYOP is accustomed to getting numerous requests for technical assistance in drug program development from organizations, community groups, and agencies in Chicago.

In 1974 NYOP got a request from Steinmetz High School for assistance in putting together a heterogeneous advisory group that would provide the high school administration with drug abuse policy recommendations that could be realistically implemented. Steinmetz at that time was experiencing an increase in student drug abuse with all the attendant problems. NYOP responded by establishing an advisory group composed of five school personnel, five parents, and five students and then training the group to increase awareness about drugs and attitudes concerning drug abuse. The six-week training course was conducted in the evenings at a local church. The training fostered understanding of the issues and problems in the drug abuse arena, which helped the group members formulate policy recommendations and conceptualize strategies for dealing with students in trouble. The advisory group developed a set of guidelines for dealing with student drug offenders: the primary focus was to increase school/community agency cooperation and collaboration. The guidelines, which reflected a blend of parent, student, and school staff attitudes and ideas, were adopted, resulting in better control of the drug problem. The advisory group also proposed the development of a school Concern Room to provide counseling to students referred as disciplinary problems and to any other students in need of advice or counseling. The counselors were a mix of parents, teachers, and the students themselves.

The Concern Room was closed after one year (1974-75), however, because the NYOP was unable to provide the sustained professional supervision of peer/parent/teacher counseling activities that was really necessary. Without NYOP's close professional-level monitoring, the volunteer counselors justifiably felt that they could no longer provide services effectively.

However, the process of implementing the Concern Room counseling program had the effect of increasing solidarity among the school personnel, students, and parents. Students and teachers, in particular, began to take each other needs and concerns more seriously. The students became aware of the bureaucratic difficulties faced by school staff when trying to implement new programs or innovative ideas. Many students with disciplinary histories actually acted in an advisory capacity for the Concern Room, providing valuable input into counseling programs for others with emotional or behavioral problems. Ultimately, the feelings of allegiance and pride in the school were greatly increased and the incidence of disruptive behavior significantly reduced. No actual evaluative impact study was conducted to statistically document these observed changes.

Example 2: CHICAGO REGION PTA

Parent Observers Program

In 1970, in response to the growing problem of substance abuse, vandalism, and gang warfare on school grounds within the 20th Police District, Police Captain John Jemilo initiated the Parent Observer Program in collaboration with the PTAs of Amundsen High School, Budlong School, Chappell School, McPherson School, and Waters School. The program was first piloted in School District 3, and because of its success, it was subsequently adopted by a number of other districts over the next six years. The purpose of the program was to maintain a steady watch on school grounds after school hours, when trouble was most likely to occur. From the hours of 3:00 or 4:00 p.m. in the afternoon to 1:00 or 2:00 a.m. in the morning, volunteer PTA parents were assigned to "observation posts." Sitting in cars near or on school premises or in nearby houses, they kept an eye out for any suspicious or unusual activity. In the event that parents noticed anything unusual they were to call the District police from the nearest phone, following up with an incident report forwarded to the police for analysis. Any beer drinking, fighting, loitering, noise, etc., was to be reported; however, observers were firmly instructed by the PTA groups and police never to intervene in any incident. Close cooperation between the PTA groups and the District police made the program feasible and eventually quite successful in reducing vandalism and violence on school property within a number of school districts.

To organize the effort the concerned PTA groups established a Safety Committee, composed of about six or seven PTA volunteers, responsible for recruiting, orienting, and coordinating the volunteer parent observers. The actual steps taken by the Safety Committee in recruiting and deploying parent observers are as follows:

1. Conducted community meetings to overview program, showed photos of vandalized schools, and thus recruited volunteers and gained community support.

2. Contacted interested parents by mail and phone.

3. Scheduled parent observers on a day-by-day basis, notifying them one week in advance of their schedules.

4. Distributed and explained Instruction Sheet (see attached) to all parent observers.

5. Distributed Report Sheet (see attached) to be completed and returned to the Safety Committee by each parent observer after observer shift.

6. Made reminder calls to scheduled parent observers one week in advance of scheduled shift.

7. Rescheduled in the event of parents' absence or inability to make their shifts.

8. Distributed names/phone numbers of all Safety Committee members to parent observers.

Although no formal evaluative study was conducted, the program seemed to be effective in reducing litter, graffiti, violence, and vandalism on school property, and fewer calls were made to the police by neighborhood residents complaining of noise or disturbances. Although the program met with success, it was only in effect in the various districts when the community felt the need for it. Since 1976 the program has not been active, apparently because of flagging parent interest.

Another significant result of this program is that Chicago has passed an ordinance which enables police to make arrests on school grounds. A sign is posted on school grounds prohibiting entrance between 9:30 p.m. and 6:00 a.m. In effect, a curfew has been established. Previously without the imposed curfew, plice had to file a complaint with the Board of Education to get permission to make arrests on school property. Now this ineffectual, time-consuming process has been abandoned, and immediate police confrontation of curfew violators trespassing on school property is possible.

PILOT SAFETY PROGRAM
DESCRIPTION OF SAFETY
COMMITTEE DUTIES

The Safety Committee should consist of five to eight people or as many as needed to divide the work. One person should be the chairman and could be appointed by the PTA president.

Their duties will consist of--

1. Contacting interested people by phone or other means.

2. Schedule the parent observers on a day-by-day basis, booking at least one week in advance. The program should be completed before summer vacation.

3. See that each parent observer receives an instruction sheet and understands it.

4. See that each parent observer also receives a report sheet to be filled out and returned to the Chairman of the Safety Committee 48 hours after time of duty. The report should be filled out even if there was no particular problem during the time served.

5. A reminder card or phone call should be made by a member of the Safety Committee one week in advance. Names should be divided among the committee.

6. The Safety Committee should request to be notified if any observer is unable to serve his designated time so that someone else might be assigned.

7. The Safety Chairman should be responsible for all report sheets and see that they are turned over to the PTA PRESIDENT so that there might be an evaluation of the program in September.

8. A list of names and phone numbers of the Safety Committee should be given to each parent observer.

PILOT SAFETY PROGRAM
INSTRUCTION SHEET

When it is necessary to call the police, dial PO5-1313, the central police number (this call is free of charge.)

1. Ask for the name of the officer you are speaking to. (Calls at this number are tape recorded.)

   a. If the police do not arrive within a reasonable amount of time (15 to 20 minutes), then call 744-8330. This is Foster Ave., the 20th district. Ask the officer to whom you speak, for his name and star number. Then politely and accurately explain you have received no answer to the PO5-1313 number and would he please check on the call.

2. Describe the problem accurately as you see it. Estimate how many are involved and if this is an emergency (such as breaking into the school or gang harassment.)

3. Give your name and state that you are a parent observer from your school.

4. Remain until the police arrive to give further information.

5. You are not to interfere, stop the incident, talk to those involved, or endanger yourself in any way.

6. Try to jot down a description of troublemakers on your report sheet.

7. Whenever possible when leaving your house, walk or drive by the playground to see what is happening. If you see a problem, report it by following the above instructions and then report it to the Safety Committee.

8. REMEMBER: BE NOSEY, BUT DON'T BE FOOLISH.

9. Don't forget to return your report sheet to the Safety Committee.

10. There is a telephone in the Fieldhouse to make your call. If you are operating out of your car after 9:00 p.m., note that there is an outside telephone at _____.

FIELDHOUSE CLOSES AT 9:00 p.m. BUT PLAYGROUND LIGHTS SHOULD REMAIN ON UNTIL 1:00 a.m. Curfew for 17 and under is 10:30 p.m. during the week and 11:30 p.m. on the weekend.

PILOT SAFETY PROGRAM
REPORT SHEET

DATE_____ DAY_____ TIME ARRIVAL_____

NAME_____ PHONE_____ DEPARTURE_____

DID YOU SEE ANY UNUSUAL ACTIVITY? YES_____ NO_____

WHAT WAS THE PROBLEM, DESCRIBE BRIEFLY, SPECIFIC TIME_____

_____

_____

Please use back of sheet if you need more room.

HOW MANY WERE INVOLVED_____ BOYS_____ GIRLS_____

DID YOU SEE:

DRINKING

DRUG ABUSE WHAT KIND_____

FIGHTING

HARASSMENT

ROBBERY

VANDALISM DESCRIBE_____

_____

OTHER:

DESCRIPTION OF TROUBLEMAKERS

1. Type of clothing_____
2. Color of clothing_____
3. Age_____
4. Height and weight_____
5. Name, if possible_____
6. Car, year, make, color_____
7. License No._____

Other_____

Did you find it necessary to call the police? YES_____ NO_____

IF SO, PLEASE CHECK

PO5-1313_____ or 744-8330_____ or both_____

Name of officer you spoke to_____Star No._____

How long did it take for the police to arrive_____

SQUAD CAR NO._____

Were you satisfied with the way the call was answered? YES_____ NO_____

If not, why:_____

_____

PLEASE STATE FURTHER REMARKS ON THE BACK OF THIS SHEET.

PLEASE RETURN YOUR REPORT TO THE SAFETY COMMITTEE. THANK YOU.

Example 3: VOLUNTEER LISTENER PROGRAM, WEST CHESTER, PENNSYLVANIA

East Bradford Elementary School

An elementary student approached Elaine Samans, guidance counselor at East Bradford Elementary School and said, "I'll be bad today. Will you see me?"

Ms. Samans had grappled with the problem of how to reach more children who were not functioning well in school. She counseled many students individually and conducted group guidance activities, but she realized that many more children could benefit by individual attention from a caring adult.

Three years ago five mothers who had been members of a parent education group led by Ms. Samans asked if they could help in the school guidance program, and the Volunteer Listener Program was born. Ms. Samans pairs Volunteer Listeners with children who are insecure, withdrawn, or underachieving. This opportunity to relate to an adult friend gives many children an environment which helps them to find within themselves the strength and ability to improve.

The qualities Ms. Samans looks for in a Volunteer Listener are the ability to give the child empathy (not sympathy), to remain calm, to persevere, to respect the rules of confidentiality, and to be non-judgmental in relating to the child.

Ms. Samans offers training to the Listeners before they begin service and throughout the year. Listeners learn to sharpen communication skills and to hear the message behind the words. They learn how to give positive, non-threatening feedback to the child without put-downs. Volunteer Listeners learn to set limits. They acknowledge the child's wishes, yet help the child to respect the limits of reality. If a Listener notices that a child seems unusually upset or exhibits a marked behavior change, Ms. Samans is notified as soon as possible so that she can take further steps to help the child.

The Listener's role with the child is specific and school-based. Listeners are discouraged from getting involved in the child's life beyond school so as not to intrude in the child's family life.

Each Listener-child pair spends one hour a week together. They jointly choose an activity, such as a game from the counselor's office or one brought from home. The schedule for each pair is arranged by mutual agreement among the Listener, the child's teacher, and the counselor. The Listener and child meet wherever space can be found--in an empty classroom, a corner of the library, or on the school grounds if the weather is nice.

Listeners sign in and out of the building. When a Listener is unable to come, she phones the counselor so the child and teacher can be notified. Children must meet with their Listeners during language arts or math time, and they must make up work missed when they are with the volunteers.

Ms. Samans identifies children who might benefit from the Listener Program during the first two months of the school year, and during this time she offers training to the volunteers so that weekly volunteer-child sessions can begin about November 1. The sessions continue until the beginning of June or until a child is transferred. In one instance, a little girl was transferred to a special class in a nearby school and arrangements were made for the Listener to continue to meet with her in the new school.

Volunteer Listeners continue to meet as a group with Ms. Samans once a month. Volunteers describe their sessions as "group therapy for Listeners" and say they give and receive moral support from each other. They raise questions, resolve problems and enhance their listening skills. Volunteer Listeners realize that they cannot always help a child to change--but they also see many children improve in self-image and in achievement.

Nine boys and four girls from all grade levels were in the Listener Program at East Bradford in 1977-78. A majority came from broken homes. Six children showed marked improvement during the year; others have more serious problems which will require more time to resolve.

The Listeners are mothers who are busy and involved in the community. They include a former domestic worker, a factory worker, and a former director of a day care center who has a master's degree in elementary guidance counseling.

Ms. Patricia Burton, one of East Bradford's 35 volunteers, is volunteer chairperson. She recruits and works with Listeners and with other volunteers who serve as tutors, resource speakers and aides in the library and clinic.

Source: "I'll Be Bad Today, Will You See Me?" by Elaine Samans, School Guidance Counselor, West Chester, Pennsylvania.

Example 4: A SOUTHEASTERN CITY

Parent Minicourses

In response to increased student violence during desegregation efforts in 1972, the city's Office on Race Relations began a program of human relations minicourses in a number of the district's secondary schools. About one-sixth of the district's secondary schools became involved. The premise was that human relations classes would give students an opportunity to learn about each other and share concerns that ultimately would result in improved students' attitudes.

The program was coordinated in each school by an administrator or supervising teacher. A questionnaire was distributed to students in the schools describing the program and asking them what courses they would be interested in in lieu of study hall. Parents and teachers also received a questionnaire to determine which courses they could teach.

About 25 percent of teachers in all schools offered the minicourses along with a large number of parent volunteers. No credit was given the students; no compensation was offered to teachers or parent volunteers. Although gaining parent cooperation was initially difficult, it has been a key element in the success of the program.

The minicourses were scheduled during almost every period during the school day. The classes, limited to 30 students, lasted from several weeks to a full school year. Students were permitted to take as many minicourses as would fit into their study hall time.

Courses covered such topics as peer-peer relations, parent relations, teacher-student relations, prejudices, school-community relations, exploration of school and board policies, careers, crafts, automobile repair. Evaluation questionnaires distributed at the end of each course indicated that the majority of students were highly enthusiastic.

Course 7 - The Community as a Problem-Solving Resource

Module 7.3 - School/Community Links: Parents and Volunteers

Background I-D 7.3.2

Background Materials

Summary of Methods/Procedures for Organizing and Maintaining a School-Based Volunteer Program

Preliminary Steps

Before the first volunteer is even recruited, schools should take the following 17 steps:

- Examine needs

  --(how can volunteers be directed in their efforts to reduce vandalism and violence?)

- Investigate school climate

  --(e.g., is there resistance?)

- Meet with all groups you will want to involve in the program

  --(e.g., parent groups may include PTAs, Junior League, business and professional women's clubs, etc.)

- Assess your resources

  --(e.g., community resources)

- Set up an advisory committee involving all groups whose support you will be getting

- Select goals for the program with specific, measurable objectives

- Establish a system for recording volunteer hours, contributions

- Decide on organizational structure

  --(e.g., who will coordinate volunteer program?, etc.)

- Write job descriptions for all tasks for which volunteers will be sought

  --(e.g., what kind of functions will parent hall security aides perform? How many are needed at what times?)

- Get written school board support for your school volunteer program

- Check with the superintendent regarding health requirements for volunteers

- o Check on other state or local policy matters regarding volunteers

  --(e.g., may parents work in their own child's classroom?)

- o Develop recruitment literature

- o Plan recruiting strategies

  --(e.g., find out how other community agencies get volunteers)

- o Plan a system for maintaining volunteer morale (mention that film clips will show one method of maintaining interest)

- o Plan for a continuing evaluation of the program

- o Establish a communications system

  --(e.g., disseminate a newsletter, produce an annual report).

Recruiting

Recruiting is the next phase in organizing a volunteer program. There are a number of general strategies that can be employed. And shortly we will brainstorm some outreach techniques that can be particularly successful in recruiting parents.

Methods for recruiting include--

- o Sending teacher/volunteer teams to service clubs, church groups, community organizations, and agencies to recruit through presentations (slides/films are effective supports). The PTA is an excellent source of parent volunteers

- o Submitting feature articles to local newspapers on volunteer activites (e.g., those activities effective in combatting school violence and vandalism)

- o Disseminating bumper stickers

- o Making public service announcements on radio and TV, using volunteer as announcer

- o Distributing leaflets with return coupons at shopping malls, doctors' and dentists' offices, subway stations, etc.

- o Providing public libraries with posters and bookmarks

- o Pitching presentations to volunteerism providing career exploration opportunities

- o Exploring prospective volunteers' interest

- o Matching volunteers' skills, interests, experience with program needs. Don't overlook the "home-bound" volunteer

- o Making contact with the Voluntary Action Center (VAC) in your community, if you have one.

Screening, Interviewing, and Placement

Screening, interviewing, and placement is the next critical phase of organizing the program. Important considerations are--

- Matching volunteers' skills, aptitudes, and interests with school needs (during screening and interviewing)
- Initiating "trial" placements, to optimize the fit between volunteer and assignment
- Obtaining written commitments from volunteers stating days and hours they expect to work
- Establishing times for communication between volunteer coordinator and individual volunteers

Orientation and Training

Orientation and training provide the volunteer with an understanding of the goals and objectives of the program and greater self-confidence and ease in performing assigned tasks.

Orientation should give the volunteer--

- Understanding of goals and policies of the school and the volunteer program
- Procedures for signing in and out, parking, maintaining confidentiality
- Familiarity with school building layout
- Introductions to key school administrators and staff members

Training, as distinct from orientation, can be in the form of--

- In-service, or on-the-job, training
- Preservice, or advance, training for special skills

In-service training should give volunteers the opportunity to discuss mutual problems and concerns and to actually learn techniques for improving job skills.

Maintaining Volunteer Interest

A successful volunteer program must foster a sense of belonging and provide rewards that encourage the continuing participation of volunteers. This is particularly true for busy, often over-committed parents. The volunteer coordinator can employ a number of strategies to maintain volunteer interest and participation:

- Conduct annual volunteer recognition events--

  --Volunteers in West Chester, Pennsylvania, who give regular service for five or more continuous months get a card which admits them to all school-sponsored activities, including plays and sports events

--Students at Bren Mar Park School in Fairfax County, Virginia, decorated a white sheet with thank-yous in bright magic markers. The sheet became the tablecloth for the annual volunteer awards ceremony

--A restaurant in Cedar Rapids, Iowa, treated the community's school volunteer coordinators to dessert and coffee

- Present certificates of recognition signed by school system leaders or state boards of education
- Provide continuous positive feedback with praise for specific activities
- Emphasize the job market value of learning new skills and applying existing skills
- Offer opportunities for increased responsibilities and personal development
- Submit feature articles to local newspapers on work of volunteers
- Nominate exceptional volunteers for awards in the community
- Publish a school volunteer newsletter and share it with the community (civic associations, city council, etc.)
- Reward outstanding volunteers with "scholarships" to workshops and conferences that will advance their special skills.

Course 7 - The Community as a Problem-Solving Resource

Module 7.3 - School/Community Links: Parents and Volunteers

Background I-D 7.3.3

Background Materials

Techniques for Overcoming Obstacles

- The Northern Kansas City, Missouri, school system holds an annual "share fair" (workshops, displays, etc.) at a local shopping mall to promote parent/community awareness of and involvement in school educational programs.

- The North Kansas City, Missouri, school system periodically holds Saturday "Community Days"--or minifairs--on school grounds, at which time school personnel and parents are able to talk informally.

- The Northern Kansas City, Missouri, school system has organized school/community relations committees, composed of parents, interested citizens, administrators, and teachers, which meet at least once every 9 weeks to discuss mutual concerns, problems and issues.

- The Northern Kansas City, Missouri, school system has initiated "parent coffees". Interested parents are to meet with school board officials every Friday over coffee to discuss concerns and make recommendations.

- A variation of "parent coffees" held at the school board is "parent coffees" held in parent homes with a school principal or school board member in attendance.

- One high school within the Dallas Independent School District has initiated a program of "home visits". Teachers make visits to homes to inform parents of their child's progress, as well as school policies, procedures, and programs.

- In one community within the Dallas Independent School District, five school community information centers were established. Parents come to the conveniently located centers to get information on school activities, programs, policies and procedures.

- The Fairfax County, Virginia, School System's School Community Relations Division has initiated the sending out of FAMILY GRAMS five times a year to parents and families, notifying them of the school calendar of events, test scores, competency-based educational standards, answers to frequently asked questions, new program information, and a rumor control phone number.

- School boards can hire professionals to train parents and other volunteers for specialized activities and programs within the schools. This can overcome resistance or reluctance on the part of individual schools in accepting parents and others as volunteers.

- Schools can routinely solicit for parent involvement/participation through periodic newsletters and bulletins sent to students' homes.

- School system representatives can make presentations to service organizations and clubs to enlist parent support and involvement, including PTAs.

- Schools can write short articles for local newspapers to drum up support/participation.

- Schools can tape public service announcements for local radio.

- Teachers can discuss with students the merits and advantages of community/parental involvement with the schools.

- The traditional parent-teacher conference should not be underestimated as a means of capturing parent interest and participation in school programs. A note can be sent home at the beginning of the year to introduce teachers and note scheduling possibilities for conferences with parents.

- Schools can ask PTAs to call on parents new to a school neighborhood to welcome them, answer questions, and encourage involvement.

- Schools can prepare a handbook for parent involvement, outlining ways for parents to get involved.

- Schools can ask parents to cosponsor--with teachers--student clubs and activities.

Course 7 - The Community as a Problem-Solving Resource

Module 7.3 - School/Community Links: Parents and Volunteers

Background I-D 7.3.4

Background Materials

Handbook for Secondary School Volunteer Tutor Programs

A Publication of the
Division of Instruction
Maryland State Department of Education

December 1976

Source: Reprinted. A Publication of the Division of Instruction, Maryland State Department of Education, December 1976.

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ACKNOWLEDGEMENTS

The information in this handbook was compiled by Mrs. Joey Hoffman as part of a research project for the Graduate School of Education at Howard University, Washington, D.C. Mrs. Hoffman conducted interviews with program coordinators, volunteer tutors, and students involved in fourteen secondary school volunteer tutor programs in seven local education agencies (Anne Arundel, Baltimore, Carroll, Frederick, Howard, Montgomery and Prince George's Counties). These individuals diligently shared their knowledge and experience with Mrs. Hoffman who generously made the information available to the Maryland State Department of Education for use and publication.

The manuscript was prepared for publication by Sally Jackson, Specialist in Volunteers in Reading. Kenn Goldblatt, Specialist in Reporting and Dissemination, supplied editorial consultation and publication design. Illustrations were supplied by Eva Irrera.

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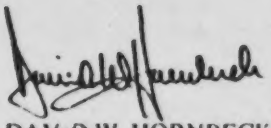
FOREWORD

In 1975, Maryland aligned its priorities with the Right to Read program to become a partner in the national effort to move all citizens toward greater reading effectiveness. One of Maryland's Right to Read program objectives is to develop a corps of volunteers in the state to help teachers reinforce student reading skills for increased achievement.

This publication is designed to encourage and facilitate the development of volunteer tutor programs in secondary schools, enabling secondary school reading programs to utilize effectively a valuable educational resource, community volunteers.



DAVID W. HORNBECK
State Superintendent of Schools

THE FUNCTION OF A VOLUNTEER PROGRAM

Profile: The Problem Reader In Secondary School

Many secondary school students cannot read adequately. These students often bring a host of additional problems to school with them. They not only get slow starts, they often have histories of failure in the classroom, histories which prevent them from participating in learning activities in school.

Students who are problem readers may have other serious problems. They may:

- ☐ think negatively of themselves;
- ☐ feel ashamed of themselves and be withdrawn;
- ☐ have family problems;
- ☐ have low intelligence;
- ☐ have emotional problems, e.g.: loneliness, fear;
- ☐ have physical problems, e.g.: hunger, disease;
- ☐ speak another native language or dialect;
- ☐ have moved from town to town continuously without establishing roots;
- ☐ find nothing to relate to in school;
- ☐ have had poor teachers.

As a result, students who are problem readers may:

- ☐ need individual attention in order to learn;
- ☐ lack motivation to learn to read;
- ☐ be afraid of the future;
- ☐ have learned to cope with the world by hiding their inability to read — and therefore are unwilling to accept help;
- ☐ cause discipline problems.

One important thing to remember, however, is that while these students may in fact lack basic reading and study skills, they may often possess a background of valuable experiences which can be used to motivate them to read.

Secondary school students with reading problems may differ from elementary pupils with reading problems because their:

- ☐ problems may be more severe;
- ☐ long-term failure to read may have damaged their self-confidence;
- ☐ motivation to learn to read may have disappeared;

- ☐ teachers' inability to cope with their difficulties may have reinforced a) a negative self-concept in the students and b) a low level of expectation for achievement;
- ☐ social problems and lack of peer approval may have combined to make them feel rejected either by the school, peers, or even their families;
- ☐ inability to comprehend high school subject matter through print media may cause frustration.

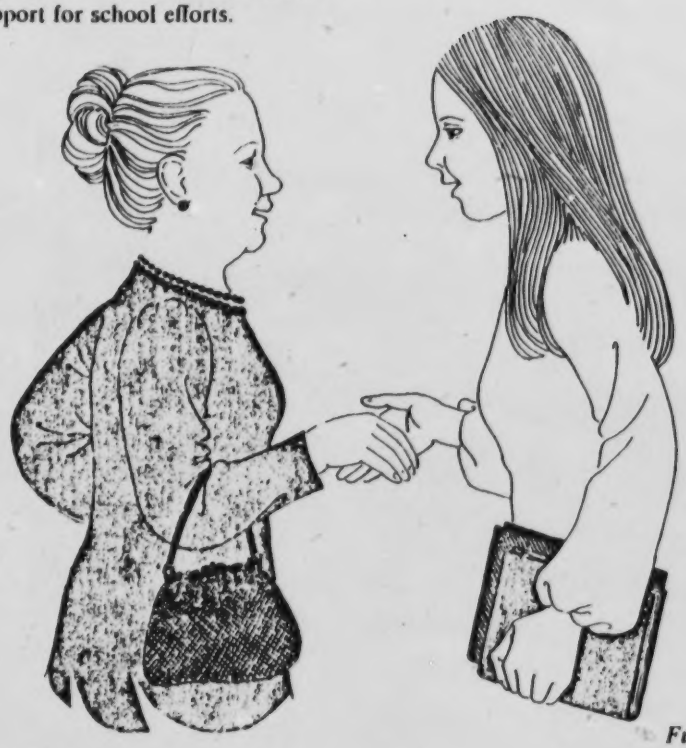
Under such circumstances these students' self-concepts relate directly to their willingness to attempt to improve their reading skills. For this reason, adults who work with problem readers in secondary schools must encourage student success whenever possible in order to enhance these students' self-concepts.

Profile: The Volunteer Tutor Program

A volunteer tutor program can offer schools an effective strategy for coping with the special needs of problem readers. A well organized program will provide trained citizens from the school community to:

- ☐ improve student attitudes and skills in reading
- ☐ maximize utilization of school staff
- ☐ improve school community relations.

Each of these functions relates directly to helping students change negative self-concepts and achieve reading success. The rapport volunteers establish in tutoring situations will enable students to relate positively to adults who can help them change their images of themselves. Trained volunteers can tutor students through staff-designed activities which will individualize and reinforce instruction. Teachers who use volunteers' services become more effective at managing human resources, individualize instruction for their students, and free themselves for other teaching functions. Volunteers who participate in tutoring programs gain an understanding of the educational processes. Such volunteers frequently return to the community as strong school advocates and provide enthusiastic and much needed support for school efforts.



NEEDS ASSESSMENT CHECKLIST FOR STARTING A VOLUNTEER TUTOR PROGRAM

Handbook

Administrators, teachers, or citizens interested in establishing secondary school volunteer tutor programs should consult with the school principals to consider the following checklist to determine which resources are available and which are needed:

PROGRAM PARTICIPANTS

- Which students need volunteer tutors?
- Which teachers are willing to use volunteer services?
- Which activities do teachers identify as appropriate for tutoring?

The principals or their agents can give written or oral surveys of the school faculties to provide this information.

PERSONNEL

- Who will coordinate the program? (e.g., vice principal? reading teacher? counselor? English teacher? qualified volunteer?)
- Which personnel in the system or school can provide support services to the program? (e.g., central staff administrators? school administrators?

counselors? reading specialists? English supervisors? media specialists? classroom teachers? lay coordinators? community leaders?)

FACILITIES

- What space is available for tutoring sessions? (e.g., reading room or lab? media center? health room? empty classroom? cafeteria? conference room? dead end hallways?)
- What space is available for training sessions? (e.g., media center? cafeteria? faculty lounge? public library?)
- What times are available for scheduling program activities? (e.g., for staff orientation sessions? for tutor training sessions? for tutoring sessions?)

MATERIALS

- What program materials are available? (e.g., staff and tutor handbooks?)
- What instructional materials are available for tutor use?
- How can these materials be made accessible?

Assigning a Program Coordinator

When school principals have determined that their schools can use volunteer tutor services, they should appoint a member of their school staff to serve as the coordinator of the volunteer tutor program. The coordinator should have:

- ☐ the ability to plan, organize, and implement ideas and activities
- ☐ the ability to mobilize human resources
- ☐ a flexible schedule
- ☐ a friendly attitude and
- ☐ enthusiasm.

A background in reading instruction is helpful but not necessary, provided other system or school personnel can be called upon to provide training for volunteer tutors.

The coordinator will assume responsibility for developing and implementing the volunteer tutor program in the school. The coordinator can be assisted by a lay coordinator from the community. The following checklist should be considered in establishing a program.

PROGRAM PLANNING CHECKLIST FOR THE VOLUNTEER PROGRAM

After the school principal has designated the volunteer tutor program coordinator, they should design a program which provides the following elements:

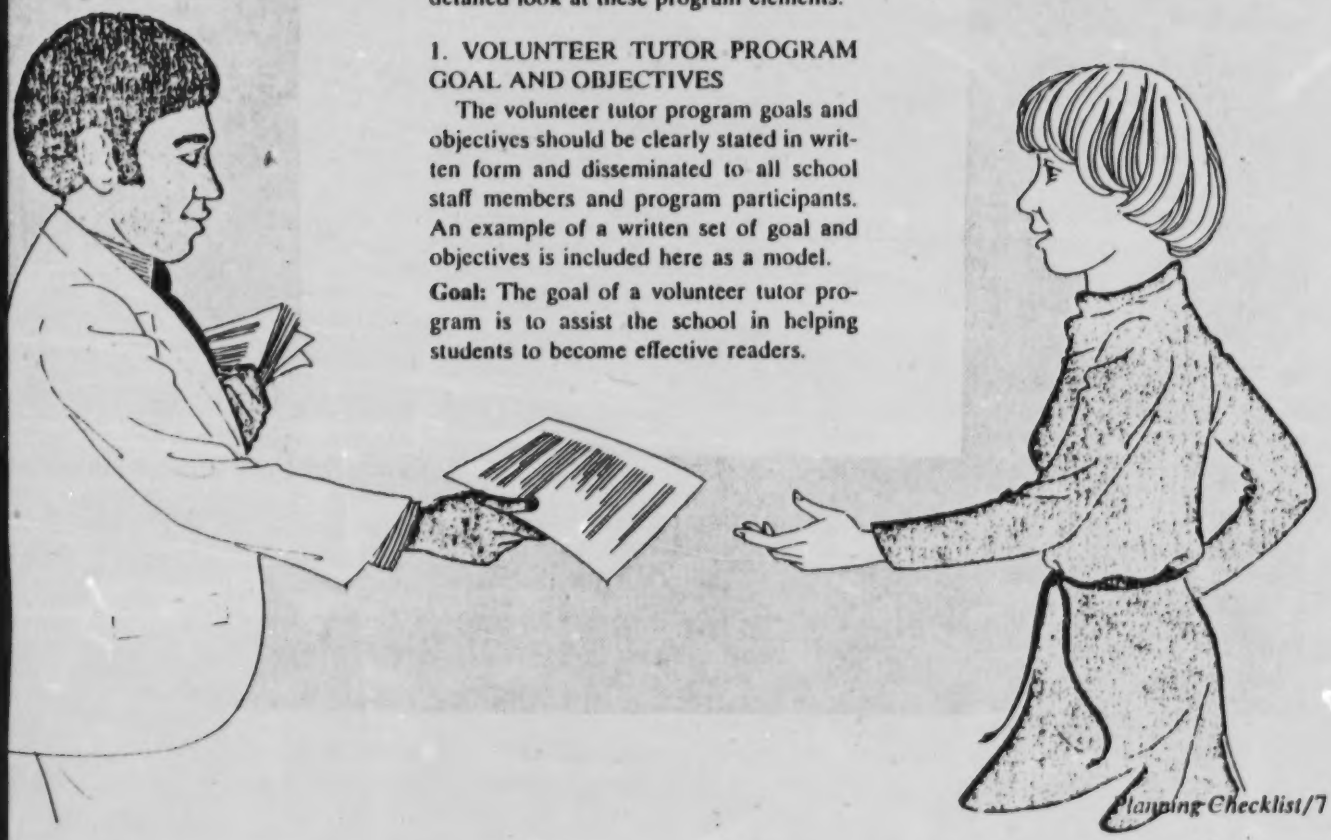
1. Program goals and objectives
2. Participants
   - staff orientation
   - student selection
   - tutor recruitment
3. Tutor training
   - preservice
   - inservice
   - supervision
4. Tutor placement
   - time
   - space
   - student needs
5. Tutor recognition
   - continuous feedback
   - special events of appreciation
   - certificates
   - opportunity for personal growth
6. Program evaluation
7. Materials
   - program
   - instructional

The sections which follow offer a detailed look at these program elements.

1. VOLUNTEER TUTOR PROGRAM GOAL AND OBJECTIVES

The volunteer tutor program goals and objectives should be clearly stated in written form and disseminated to all school staff members and program participants. An example of a written set of goal and objectives is included here as a model.

Goal: The goal of a volunteer tutor program is to assist the school in helping students to become effective readers.



Objectives: The objectives and sub-objectives which will enable the volunteer tutor program to move toward the goal are:

1. To improve student attitudes toward reading through tutoring activities which will:
   - ☐ enhance students' self concepts
   - ☐ provide successful experiences in reading
   - ☐ motivate students to read
2. To maximize utilization of school staff by enabling teachers to:
   - ☐ individualize instruction
   - ☐ provide effective reinforcement activities
   - ☐ perform other teaching tasks
3. To improve school-community relations by:
   - ☐ using a valuable community resource, volunteers
   - ☐ educating community volunteers through a tutor training program
   - ☐ increasing opportunities for school-community communication

2. PARTICIPANTS

The volunteer program coordinator must consider the needs and responsibilities of three specific groups:

A. School Staff

Staff orientation sessions should be conducted to acquaint *all* faculty members with the program goals and objectives.

Faculty members who indicate an interest in participating in the volunteer tutor program should be encouraged to:

- ☐ nominate students to participate
- ☐ state the number of tutors wanted
- ☐ describe or select tutoring activities
- ☐ participate in the tutor training program
- ☐ provide feedback and evaluation for the program

Faculty members who elect to use volunteer tutor services should be expected to encourage volunteer tutors by:

- ☐ accepting and supporting their efforts to help
- ☐ sharing helpful information, ideas and teaching techniques
- ☐ showing respect for their special abilities, talents and knowledge of their community
- ☐ communicating appreciation

B. Students

Student participation in the tutoring program should be voluntary. Interested students should be screened and diagnosed for reading difficulties and programs of suitable tutoring activities provided for students and tutors. Students selected for the tutor program should:

- ☐ desire help
- ☐ accept the tutor as a person
- ☐ be motivated to improve reading skills
- ☐ be willing to attend tutoring sessions consistently
- ☐ exhibit no severe emotional problems

C. Volunteers

Volunteers who participate in the program should have:

- ☐ an attitude of warmth and friendliness
- ☐ an ability to work within the school system
- ☐ time to give on a regular basis
- ☐ a willingness to participate in the training program
- ☐ enthusiasm and a sense of humor

Volunteer program coordinators will need to recruit members of their school communities to participate in volunteer tutor programs. Effective recruitment of volunteers for tutor programs depends on effective dissemination of information *about* the programs. Whether such program information is presented through individual or public methods, the information must be PRECISE and CLEAR. *No* recruitment effort should be undertaken until the program coordinator has written:

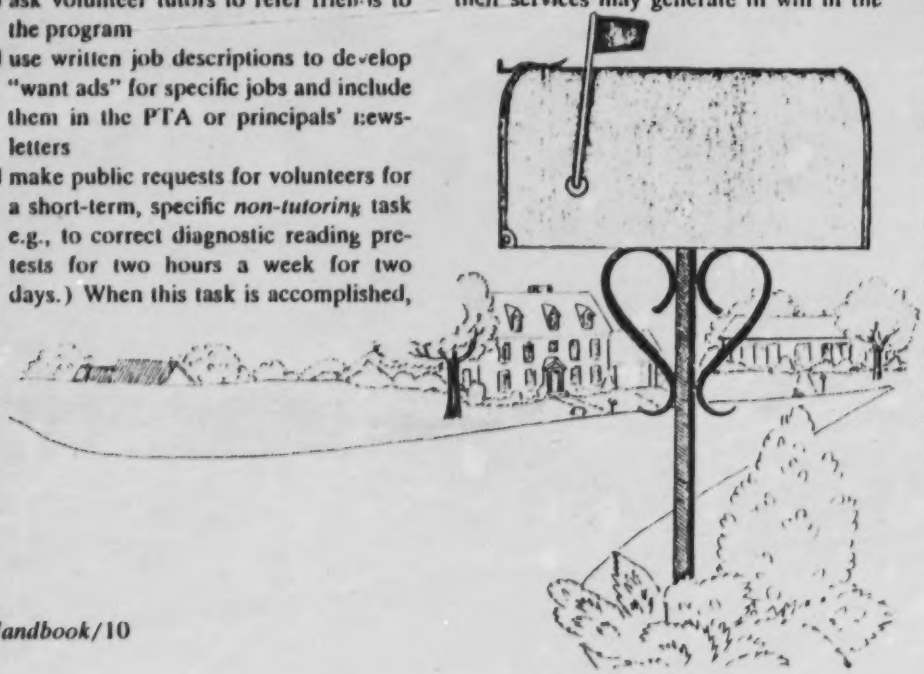
- ☐ program goals and objectives
- ☐ job descriptions based on staff/student needs
- ☐ tutor training program agenda including dates, places, and activities
- ☐ tutor program materials including policies and procedures

Individual Recruitment Techniques

When these steps have been completed program coordinators can initiate individual recruitment methods, contacting prospective volunteers *directly* and *personally* to explain the program. For individual recruitment volunteer coordinators can:

- ☐ establish contact with elementary feeder school volunteer program coordinators and ask for referrals
- ☐ ask staff members to suggest names of prospective volunteers
- ☐ ask students to suggest names of prospective volunteers
- ☐ ask volunteer tutors to refer friends to the program
- ☐ use written job descriptions to develop "want ads" for specific jobs and include them in the PTA or principals' newsletters
- ☐ make public requests for volunteers for a short-term, specific *non-tutoring* task e.g., to correct diagnostic reading pretests for two hours a week for two days.) When this task is accomplished, these volunteers can be invited to join the tutoring program.

Satisfied volunteers will be a strong advertisement for the next year's program. A small, well-coordinated program will grow. A program that recruits volunteers and then fails to make *immediate* use of their services may generate ill will in the community and will diminish chances for successful program development. A volunteer program that can provide an organized child care service will attract volunteers who have pre-school children. Cooperation of local church-supported day-care centers may be enlisted.



Public Recruitment Techniques

Once the program is well established and operating smoothy, public recruitment strategies can be employed. Information about the volunteer program can be disseminated through such methods as:

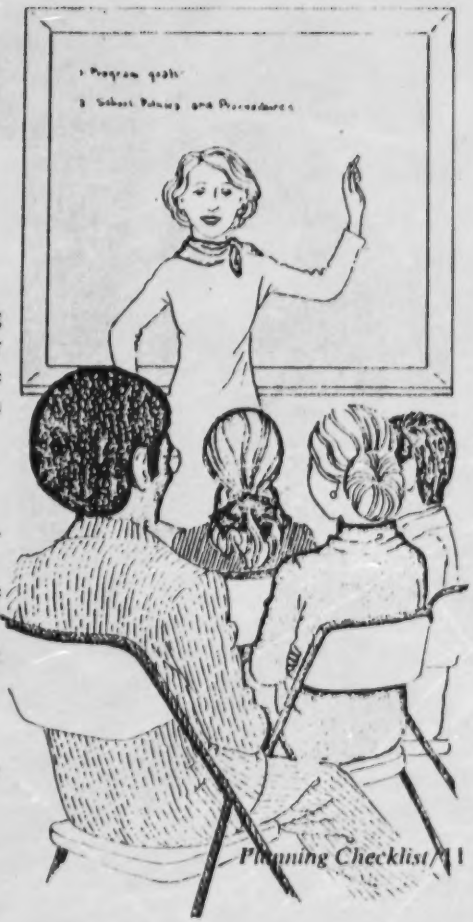
- ☐ PTA bulletins
- ☐ Newspaper articles
- ☐ Posters, brochures, fliers
- ☐ Radio and T.V. announcements
- ☐ Slide/tape or other media presentations
- ☐ PTA meetings (announcements and sign up sheets)
- ☐ Special programs
- ☐ Speakers (to address specific populations such as church groups, women's and men's clubs, senior citizens, retired teachers, civic organizations, and business and industry personnel).

3. TRAINING FOR VOLUNTEER TUTORS

A. Preservice Training

School system and/or school building staff should provide basic training for volunteers before they begin tutoring. The training should include information about:

1. Program goals
2. School policies and procedures
3. Ethics, confidentiality, and professionalism
4. Self concept/characteristics of the adolescent
5. The reading process and the secondary student
6. Tutoring techniques
7. Instructional techniques
8. Materials: use, availability, and construction



B. Inservice Training

1. Throughout the year, regular inservice training sessions should be held (e.g., once each month or once every two weeks, etc.) for all tutors to meet together, share ideas and problems, and to learn about new techniques, materials, ideas, etc.
2. The program coordinator should provide informal problem solving sessions for the tutors as needed.
3. Volunteers can be included in relevant staff inservice programs.
4. The program coordinator can arrange for central office and school staff members to teach mini-courses for volunteers to learn about any or all of the following activities, processes, and materials:

☐ activities to develop a word recognition system: using picture, context, structural, phonics, and authority (glossary, dictionary, peer) clues

☐ the Language Experience Approach

☐ the Directed Reading/Thinking Activity Approach

☐ functional reading materials

☐ lessons from Maryland's I.T.V. Reading Series

☐ games to reinforce specific skills

☐ activities to reinforce auditory discrimination

☐ role playing

☐ helping students reread sections for main ideas

☐ discussions of concepts based on reading and/or experience and using such discussions as springboards for reading or writing

☐ putting sentences or paragraphs in the students' own words after reading them

☐ rewriting difficult materials to meet students' levels

☐ helping students predict story plots

☐ helping students read out loud

☐ helping students read for fun

Any of these mini-courses can also be included in preservice training sessions.

C. Supervision

The program coordinator should arrange for or provide continuous monitoring, feedback, and encouragement for the volunteer tutors. Tutors should be instructed, encouraged, and reminded to:

☐ capitalize on their one-to-one relationships to provide individualized instruction

☐ be sensitive to students' interests and reading levels and teach to strengths

☐ take time, going at the students' pace

☐ use praise, repetition, reinforcement, and reassurance

☐ use a variety of materials and methods, a consistent and varied attack on an identified problem

☐ use visual and aural reinforcement

☐ assess individual needs continuously and proceed from these bases.

4. TUTOR PLACEMENT

The assignment of volunteers to students should occur during the last training session or very shortly thereafter. The program coordinator needs to consider three separate factors in matching students and volunteers: time, place, and student needs.

A. Time

- *Volunteers* should sign *written* commitments stating the days and hours they expect to work. Commitments should be for limited time periods (three months, one semester, etc.) but should be regarded as binding.
- *Student* schedules should be arranged with the consent of classroom teachers. Negotiations concerning class work missed or credit given in tutoring sessions should be conducted before tutoring begins.
- *Teachers* must be willing to arrange times for communicating with the program coordinator and/or the volunteers.

Coordinating schedules for tutoring sessions should be done so that all parties

are satisfied with the arrangement. The frequency and duration of tutoring sessions should be sufficient to make an impact.

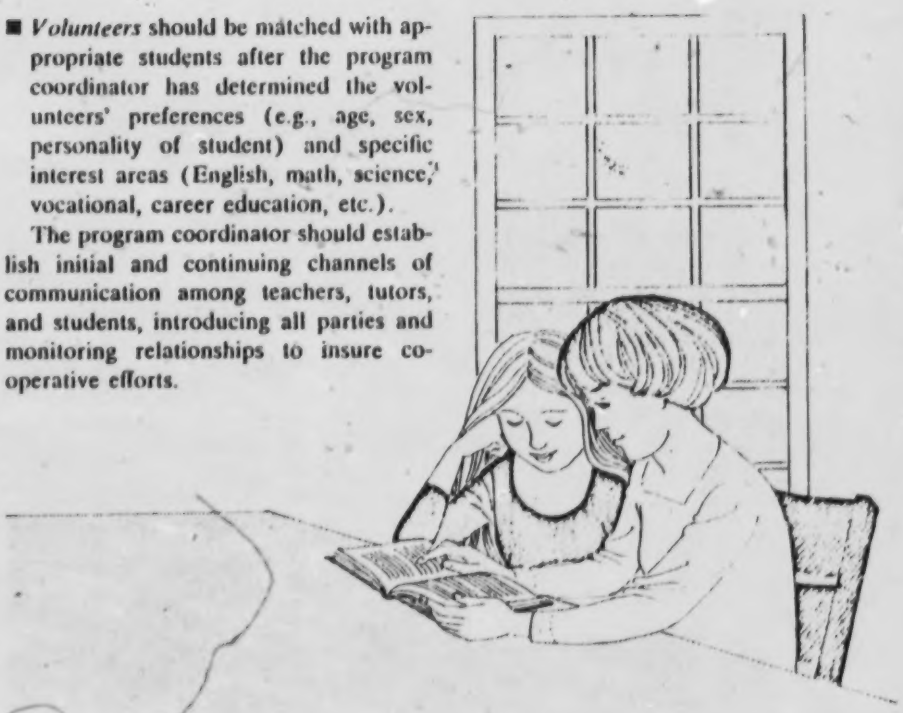
B. Space

- *Tutoring session locations* should be quiet, private and comfortable (e.g., empty classrooms, media centers, large storage rooms, health rooms, etc.)
- *Volunteer program locations* should be available to the coordinator and the volunteers (e.g., mailboxes, bulletin boards, materials storage spaces, meeting spaces, conference spaces, etc.) Policies and procedures concerning whether volunteers have access to such areas as materials centers and the staff lounges should be made clear during preservice training for volunteers.

C. Student Needs

- *Students* should be matched with appropriate volunteers after background and diagnostic/prescriptive information has been provided by reading teachers, classroom teachers or counselors concerning students' specific needs for tutoring.
- *Volunteers* should be matched with appropriate students after the program coordinator has determined the volunteers' preferences (e.g., age, sex, personality of student) and specific interest areas (English, math, science, vocational, career education, etc.).

The program coordinator should establish initial and continuing channels of communication among teachers, tutors, and students, introducing all parties and monitoring relationships to insure cooperative efforts.



5. TUTOR RECOGNITION

Appropriate recognition of volunteer efforts is an important function of the volunteer program. Program coordinators should be sensitive to volunteers' motivations for participating in tutor programs and provide suitable reinforcement so as to encourage continuing participation. Several methods are suggested:

- *Continuous Positive Feedback* including genuine praise for *specific* activities that the tutors perform: a simple, timely, "well done" from a staff member is a *very* important form of recognition.
- *Special Events of Appreciation* including luncheons, teas, newspaper features and other publicity are valuable forms of praise. Such events are also useful for recruitment for *next year's* program!
- *Certificates* signed and presented by school system dignitaries are a tangible form of recognition. Local education agencies can award State certificates to school volunteer programs and to individual volunteers who achieve the standards for statewide recognition. (See Appendix)

■ *Opportunities for Personal Growth* which enable the volunteer to assume increased responsibilities as a tutor and as a program participant are an important form of recognition of the volunteer. Experienced volunteers who can assist the program coordinator with many program details should be recognized and utilized.

6. PROGRAM EVALUATION

Evaluation of the volunteer tutor program should begin with initial planning activities and should be based on the written goals and objectives of the program. Program coordinators should involve all program participants including staff, tutors, and students in assessing the effectiveness of the program with respect to the program goals and objectives. Open communication, both written and verbal, is important in this process. Local education agencies can provide an evaluation instrument developed by the Maryland State Department of Education to assess programs whose goals and objectives are congruent with the model given on page 7.

7. MATERIALS

A. Materials for Program Development

The following books provide information for school volunteer program development and for training volunteers.

Acker, Helen H. *Handbook for Reading Volunteers in Secondary Schools.* New York: New York City Board of Education, 1972.

Anne Arundel County Public Schools. *Reading for Cultural and Practical Purposes.* Annapolis: Department of Instruction, 1974.

Baltimore County Board of Education. *Volunteer Aides in Reading.* Towson, Maryland: Division of Instruction, 1974 and 1975.

Carroll, Violet. *The Many Faces of Reading.* Terre Haute: Woodburn Printing Company, Inc., 1971.

Carter, Barbara and Gloria Dapper. *School Volunteers: What They Do, How They Do It.* New York: Citation Press, 1972.

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Garrett County Board of Education. *Handbook for School Volunteers.* Oakland, Maryland, 1974.

Goodman, June K. *So You're Thinking About A School Volunteer Program.* Connecticut: State Department of Education, 1974.

Hawkins, Thomas. *Benjamin: Reading and Beyond.* Columbus: Charles E. Merrill Publishing Company, 1972.

Janowitz, Gayle. *Helping Hands: Volunteer Work in Education.* Chicago: University of Chicago Press, 1965.

King, Marti and Adele Taylor. *Volunteer Handbook.* Lanham. Maryland: Prince George's County School Volunteer Services, 1974.

Maryland State Department of Education. *Handbook for Utilization of Volunteer Services.* Baltimore: Division of Instruction, 1974.

McKee, Paul. *Primer for Parents.* Hopewell, New Jersey: Houghton Mifflin Company, 1966 and 1972.

National Education Association. *Parents and Teachers Together for the Benefit of Children.* Washington, D.C.: NEA, 1972. Filmstrips, records, transparencies for training volunteer tutors. (Available through local school systems.)

Pope, Lillie. *Guidelines to Teaching Remedial Reading to the Disadvantaged.* Brooklyn, N.Y.: Book-Lab, Inc., 1967.

Pope, Lillie, Deborah Edel, and Abraham Haklay. *Tutor's Sampler.* Brooklyn, N.Y.: Book-Lab, Inc., 1973.

Project Voice. *A "How-to-Do" Handbook for Coordinators of Volunteers in Education.* Washington, D.C.: U.S. Office of Education, 1971.

Rauch, Sidney J., ed. *Handbook For the Volunteer Tutor.* Newark, Delaware: International Reading Association, 1969.

"Right to Read." Washington, D.C.: U.S. Department of Education, 1971. A 29 minute color film which illustrates the tragedy of functional illiteracy in America and demonstrates some approaches to solving the problem. (Available on free loan basis from Modern Talking Picture Service, Inc., 1212 Avenue of America, New York, N.Y. 10036).

Robbins, Edward L. *Tutor's Handbook.* Washington, D.C.: National Reading Center, 1972.

Sleisenger, Lenore. *Guidebook for the Volunteer Reading Teacher.* New York: Teachers College Press, Columbia University, 1965.

Schmidt, Evelyn L. *Handbook for Volunteers in Reading.* Annapolis, Maryland, Anne Arundel County Public Schools, 1974.

B. Materials for Tutoring

Program coordinators should provide the volunteers a wide variety of appropriate materials for tutoring. Several general types of materials volunteers in secondary school programs have used with success are listed below:

- ☐ materials of personal interest to students, with skills emphasized as needed
- ☐ functional/survival literacy materials, (e.g., driver's education manuals, newspapers, job applications, menus, labels, etc.)
- ☐ tutor-made materials, (e.g., "Bingo," crossword puzzles, flash cards)
- ☐ classroom texts and materials

The following list includes specific materials that *trained,* supervised volunteers can and have used with success:

Accent Education Series, Follett Publishing Company, 1010 W. Washington St., Chicago, Illinois 60606. Six books on the 3rd-4th grade reading level, with young adult and adult interest level, including: *You and They, You are Heredity and Environment, Taking Stock, You and Your Needs, You and Your Occupation, Getting That Job.*

Boning, Richard A. Kits including: *Pictocabulary, What's In A Name, Words to Meet,* and *Words to Wear*. Barnell Loft, Ltd., Baldwin, N.Y. 11510.

Bookmark Reading Program, The, Harcourt, Brace, Jovanovich, Inc./Harcourt, Brace and World, Inc., 7555 Caldwell, Niles, Illinois 60648.

Cambridge Reading Work-A-Text Series, Educreative System, Inc., Cambridge Book Company, 488 Madison Avenue, New York, N.Y. 10022. Basic skill developers in a series of fifteen books, including: *Reading and Seeing, Reading and Listening, Reading and Speaking, Reading and Thinking,* etc.

Clues to Reading, Educational Progress Corporation, 8538 E. 41st St., Tulsa, Oklahoma 74145. A cassette program of high interest/low vocabulary reading instruction good for retarded readers in junior and senior high school and for adult illiterates.

Communications Series, Follett Publishing Company, 1010 W. Washington St., Chicago, Illinois 60606. Second-third grade reading level on a young adult-adult interest level.

Conquests in Reading, William Kottmeyer and Kay Ware, McGraw-Hill, Inc. 1952.

Discovery Books, Garrard Publishing Company, 1607 N. Market St., Champaign, Illinois 61820. On the third grade reading level, titles include: *Ulysses S. Grant, George Washington Carver, George Washington, Daniel Boone.*

Easy Reading Simplified Classics Series, Scott, Foresman and Company, 433 East Erie Street, Chicago, Illinois 60611. Titles include: *Robinson Crusoe, Tom Sawyer, Moby Dick.*

English 900 Series, Macmillan Company, 866 Third Avenue, New York, N.Y. 10022. Six books, workbooks, and sets of tapes by the English Language Services.

First Course In Phonic Reading, A. G. Nelson, Educators Publishing Service, Cambridge, Massachusetts 02139. Beginning reading level with interest level for all ages.

Functional Reading: A Resource Guide for Teachers Volumes 1 and 2, Maryland State Department of Education, 1975-76. A systematic K-12 program and activities using everyday materials for functioning in society.

Gates Peardon Practice Exercises in Reading, Teachers College Press, First-seventh grade reading level, of interest to all ages.

Ginn Word Enrichment Program, Theodore Clymer and Thomas C. Barrett, Ginn and Company, Xerox, Lexington, Mass. 02173. Levels 1-7.

Group Sounding Game, E. W. Dolch, Ph.D., Garrard Publishing Company, Champaign, Illinois 61820. A complete course in phonics.

High Intensity Learning Systems — Reading, Random House, Inc., Educational System Division, 201 E. 50th Street, New York, N.Y. 10022. A systematic diagnostic and prescriptive approach utilizing a variety of materials, designed to correct specific reading deficiencies.

Hip-Reader, BookLab, Inc., 1449 37th St., Brooklyn, N.Y. 11218. Paperbacks for teenage and adult non-readers and very poor readers in grades 7-12 with reading level of 2-3.

Intersensory Reading Method, C. Pollack, Book-Lab, Inc. (see above). Unit in the beginning reading level designed to teach consonants and short vowels to non-readers, with interest level from age 6 to young adult.

Keys to Good Language, The Economy Company, Oklahoma City, Oklahoma. Revised in 1975. Four workbooks with graduated difficulty in stories and exercises to improve English spelling, usage, and language readiness.

Laidlaw Language Experiences Program, The, Laidlaw Brothers, Publishers, a division of Doubleday and Company, Inc., River Forest, Illinois, 1973. Ten texts are included for levels K-9. "Lis-

tening and Talking," and "Writing," "Adventures in English," "Exploring in English," etc.

Laubach, Frank C. *Charts and Stories*, and *Writing Book for Charts and Stories*, New Readers Press, Syracuse, N.Y.

Let's Read, Clarence L. Barnhart Publishing Company, Box 359, Bronxville, N.Y. 10708. First-third grade reading level, of interest from age 6 through young adult.

Match and Check, Scott, Foresman and Company, 1900 E. Lake Avenue, Glenview, Illinois 60025. Colors, numbers, consonants, and sight words.

McCall-Crabbs Standard Test Lessons in Reading, Teachers College Press. Second through twelvth grade reading level, for all ages and interests.

Merrill Linguistic Readers, Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216. Beginning through sixth grade reading level, of interest to all ages. A series with a phonic approach.

Monster Books, by Bowmar Publishers, 622 Rodier Drive, Glendale, Calif. 91201. Small paperbacks with cartoon illustrations and large print, including 12 titles, i.e.: *Monster Comes to the City, Monster Looks for a Home, Monster Cleans His House, Monster Looks for a Friend, Monster Meets Lady Monster*, etc.

Motocross Racing by Red Hallum, Educational Activities, Inc., Freeport, N.Y. 11520. A kit with filmstrip, cassette, and booklet with pictures and story; other kits also.

New Diagnostic Reading Workbook Series, The, Charles E. Merrill Publishing Co., Columbus, Ohio 43216.

New Phonics We Use, The, Arthur W. Heilman, Rand McNally and Company, Lyons and Carnahan, Chicago, Illinois, 1972. Phonic Skills in workbooks ranging in difficulty from beginning reading level, A-G.

New Rochester Occupational Reading Series: The Job Ahead, Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611. The same vocational material presented at each reading level from 2-5, of interest to young adults and adults.

PAL Paperbacks, Xerox Education Publications, Middletown, Connecticut 06457. Kit A: 9 titles (27 books): 1.5-2.5 level and 9 titles (27 books): 2.5-3.5 level. Kit B: 9 titles of 3.5-4.5 level and 9 titles of 4.5-5.5 level. Example titles include: *Man Killer, Amazing Adventures, The Monster Fly, Sports Stars, Sports Greats of the 70's, The Junkie, The 'Vette, The Honda Kid, Laugh It Up*, etc.

Phonics and Word Power, ed. of My Weekly Reader, Xerox Education Publications, Education Center, Columbus, Ohio 43216. Paperback-workbooks in three programs.

Phonics We Use, Learning Games Kits, Lyons and Carnahan Educational Publishers, 407 East 25th St., Chicago, Illinois 60616.

Phonovisual Series, Phonovisual Products, Inc., P.O. Box 5625, Washington, D.C. 20016. Beginning reading level.

Readers' Choice Catalog, Scholastic Book Services, 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. From 2-12 grade reading level with interest level for all ages, inexpensive paperback books.

Readers Digest: New Reading Skill Builder, Adventure Series, and *Adult Readers Series, Readers Digest Services, Inc.*, Pleasantville, N.Y. 10570. Short reading booklets, some with questions for comprehension. Ranging from 1-8 grade reading level.

Reading and Thinking Skills, Continental Press, Elizabethtown, Pennsylvania 17022.

Reading Development Kit, Addison Wesley Publishing Company, Menlo Park, California 94025. Kit A: second and third grade levels; Kit B: fourth to sixth grade levels. Appeals to young adults and adults.

Reading for a Purpose, Follett Publishing Company, Chicago, Illinois 60606. Beginning at the earliest reading level, including building sight vocabulary, of interest to young adults and adults.

Reading for Concepts, Webster Division of McGraw-Hill Book Co., St. Louis, Mo. Books A and B.

Reading for Meaning, J. B. Lippincott Co., 521 Fifth Avenue, New York, N.Y. 19105.

Reading Incentive Program, Bowmar Publishing Company, Glendale, Ca. 91201. Kits such as: "Karting: Fun on Four Wheels," "Drag Racing," "Horses," "Surfing," "Dune Buggies," "Motorcycle Racing," etc.

Reading Success Series, Xerox Education Publications, Education Center, Columbus, Ohio 43216. For students 10-16 years old who need remedial reading; a "series of six basic reading skills books with mature format;" paperback workbooks.

Read-Study-Think, Xerox (see above). Level 1: "Read For Literal Fact;" Level 2: "Study and Interpret;" Level 3: "Think Creatively" and "Organizational Thinking;" paperback workbooks.

Real Stories, Book A, Globe Book Company, Inc., 175 Fifth Avenue, New York, N.Y. 10010. Reading level: 3-4.5.

Remedial Reading Drills, Hegge, T. G., and others, George Wahr Publishing Company, Ann Arbor, Michigan. Beginning-3rd grade level of reading difficulty; of interest to all ages.

Scholastic Book Services: Action Books, Scholastic Book Services, a division of Scholastic Magazines, Inc., N.Y. Titles which include: *The Day After Tomorrow*, *Crazy George*, *The Break-In*, and Sprint Books.

Specific Skills Series, Richard A. Boning, Barnell Loft, Ltd., Baldwin, N.Y. 11510. Includes: "Working With Sounds," "Following Directions," "Using the Context," "Locating the Answer," "Getting the Facts," "Drawing Conclusions," "Getting the Main Idea," and "Detecting Sequence."

Split Words, Holiday Games, P.O. Box 2565, Bell Gardens, Ca. 90201.

Structural Reading Series, Random House, New York, N.Y. 10022. At the beginning level, but of interest to all ages, this series is useful for individual tutoring, especially in early instruction.

Supportive Reading Skills, Programs for Individualized Instruction, Richard A. Boning, Dexter & Westbrook, Ltd., 958 Church St., Baldwin, N.Y. 11510. Includes: "Homonyms," "Understanding Word Groups," "Understanding Questions," "Syllabication," "Using an Index," "Rhyme-Time," and "Using a Table of Contents."

Tactics I, Scott, Foresman and Company, 1900 E. Lake Avenue, Glenview, Illinois 60025. Kit for high school, college and adult literacy.

Target Red, *Target Yellow*, and *Target Blue*, Field Educational Publications, 2400 Hanover St., Palo Alto, Ca. Cassettes for word analysis vocabulary program.

True Books, Institutional Book Service, 1224 W. Van Buren Street, Chicago, Illinois 60607. First-Second grade reading level, of interest to all ages.

We Honor Them, Watson, W. M., New Readers Press, Syracuse, N.Y. 13210. Two volumes of easy to read biographies, one page in length, of important Negroes in American history. From 2-4 grade reading level.

Word Attack Series, Feldman, S. and Merrill, K., Teachers College Press. From grade 2-4 reading level, of interest to all ages. Grade 2: "Ways to Read Words," Grade 3: "More Ways to Read Words," and Grade 4: "Learning About Words."

Yearling Books, Dell Publishing Company, Inc., 750 Third Avenue, New York, N.Y. 10017. Inexpensive paperback from 2nd to 8th grade reading level, including adapted biographies of Frederick Douglass, Abraham Lincoln, and John F. Kennedy.

APPENDIX: STANDARDS FOR STATEWIDE RECOGNITION FOR VOLUNTEERS

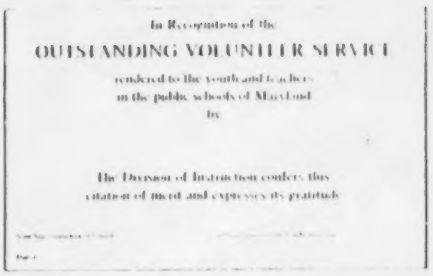
SCHOOL VOLUNTEER PROGRAM CERTIFICATE

To be eligible for this certificate, the principal of the school must satisfactorily document for the L.E.A. Volunteer Program Coordinator that the school volunteer program provides:

1. a staff orientation program in which a minimum of 80% of the staff has participated.
2. an individual (either staff or volunteer) designated to provide training, leadership and coordination to the school volunteer program.
3. a corps of volunteers which provides an average of not less than 100 hours per year of volunteer service in the school instructional program *per* each 50 students in the school.

SCHOOL VOLUNTEER CERTIFICATE

To be eligible for this certificate, the principal(s) of the school(s) must satisfactorily document for the L.E.A. Volunteer Program Coordinator that the school volunteer has provided a minimum of 400 hours of volunteer service to the school(s) instructional program. Such service can have been provided over the course of several years.


In Recognition of the

OUTSTANDING VOLUNTEER SERVICE

rendered to the youth and teachers
in the public schools of Maryland
by

The Division of Instruction confers this
citation of merit and expresses its gratitude

Abstracts of Other Programs Mentioned in Trainer Discussion

NORTHWESTERN URBAN SCHOOL DISTRICT

Parent-Taught Academic and Vocational Classes

Desegregation efforts had brought on tension among students, and the busing that supported the program had caused minority students to lose touch with their communities and their former neighborhood schools. After-school and weekend classes were instituted at the neighborhood schools to strengthen the links between students and their old neighborhoods. The goal was to minimize the disruptive and antagonizing effects of the busing. A year-round program was implemented whereby bussed students from district elementary and junior high schools were released on Friday afternoons to attend classes at their former neighborhood schools. Evening and Saturday classes were also held, and during the summer, neighborhood schools functioned as full-scale community schools. Parents, community volunteers, paid teaching aides, and professionals formed the core "faculty" teaching classes ranging from astronomy and consumer math to yoga and tennis. Parents worked on a volunteer basis, as did other interested community residents. They taught subjects in which they already had expertise or knowledge, so no special training or skills development sessions were conducted for them.

Attendance rates at the classses for students and adults was over 90 percent. Informal surveys indicated a high rate of satisfaction with program services and personal growth as a result.

To ensure adequate project planning, there was a 14-member community involvement program planning board, including many parents. The board met four times each year to review activities, budgets, and future plans. The entire project was funded through the State Department of Education Program for Compensatory Education and Dropout Prevention.

NORTHWESTERN URBAN SCHOOL DISTRICT

Parent Volunteers on Counseling Team

This school district instituted a year round counseling program for students K-12 in an effort to curb disruptions, alienation, and tensions created in part by desegregation and bussing. The counseling team was composed of parent volunteers, professional counselors, teachers, and student volunteers. They worked with about ten percent of the K-12 district school population.

Referrals came from teachers, regular school counselors, and other school personnel. The special counseling program used such methods as home visitations, and group counseling beginning during the summer months. The staff, including parents, numbered

over 200 persons. The core staff numbered about 80. The core staff trained other volunteer staff over a six-week period at the beginning of the summer in communication skills, and reality oriented counseling. Training of parents, paraprofessionals, and student counselors involved viewing videotape interviews and discussing them. Counseling teams composed of parents, teachers, counselors, and paraprofessionals, function in every secondary school of the district, and a number of elementary schools. Team sizes vary with numbers of students in each school.

Individual counseling during the summer is given to each student for about three hours, with three more hours devoted to home visit with the student and parents. Students also meet in groups of about 20. The summer effort is intended to build trust and lay the groundwork for followup counseling during the school year. Group meetings during the school year are an extension of the summer groups, with students continuing the problem solving, career guidance, and sharing of feelings about school and each other.

The success of this program is illustrated by the following figures: During one year--

- More than 70 percent of dropouts entered or reentered an educational or vocational program, or found full-time employment

- More than 70 percent of high-absentee secondary students remained in or completed an educational or vocational program.

This program was funded by the State Department of Education's Program for Compensatory Education and Dropout Prevention.

A LARGE EASTERN CITY

Parent Forum Meetings on Counseling Disruptive Students

Parent forum meetings limited to 15 parents were held in this school to encourage a close working relationship between the parents and professional counselors working with their disruptive children. Parents, given the opportunity to ask questions about the counseling and disciplinary procedures, were far more likely to reinforce the school's efforts in their dealings with children at home. The parents became more supportive of the school's efforts. Parent-forum meetings were held twice a week for one or two hours. Each parent forum was led by a school counselor, psychiatrist, psychologist, and the school principal. The school's team counseling approach was described, student case "types" were discussed, and the parental role was analyzed.

Students whose parents attended these meetings became generally less disruptive, at least partially because of increased continuity between school and parental attitudes about socially acceptable behavior.

SOUTHERN SUBURBAN SCHOOL DISTRICT

Due to increased school vandalism and burglaries, the school district solicited community involvement to patrol the school buildings at night. Each school has a patrol, of six to twelve volunteers, including many parents. One or two citizens would patrol grounds on any given night, checking windows and doors and using walkie-talkies to communicate with the police in the event of any unusual activity. The school security director provided training for the patrol at the beginning of the year, discussing responsibilities and restrictions on activities. Each month the patrol members all meet to discuss problems and solutions, with the school security director and police personnel generally present.

The PTA was quite helpful in garnering parent support for the civil patrol effort. School vandalism and theft have been cut significantly since this improved communication and surveillance system was installed.

DENVER, COLORADO PUBLIC SCHOOLS

Concerned Citizens Action Program

Initiated by the Denver Public Schools Board of Education with the cooperation and support of the Denver community, the Concerned Citizens Action Program is designed to encourage citizens to report any suspicious or criminal activity in or near district school buildings. One of the unusual features of this program distinguishing it from many others nationwide, is the monetary reward offered to citizens providing information leading to the apprehension of vandals or preventing criminal action on schoolgrounds. The program solicits the support not only of parents, but of all community members. However, parental involvement has contributed a great deal to the success of the program.

The Denver School Board distributes, among other publicity materials, a brochure outlining the purpose of the program and the ways in which citizens, including, of course, parents, can become involved. Persons who live close to a school are particularly encouraged to observe the school building after school hours; call the police dispatcher (working in close collaboration with the school board) in the event of any unusual activity; and notify the school security office the next day with any descriptive information that could lead to apprehension of the suspect. If the phone call results in preventing criminal activity from taking place or in the actual apprehension of persons committing vandalism, theft, or burglary on school property, the Denver Public School System will offer a reward to the caller. Rewards range from $25.00 to $500.00. All information concerning the circumstances of the reward is kept strictly confidential to protect the caller.

A WESTERN SCHOOL DISTRICT

Parent/Community/School Committee on Student Conduct and Discipline

In response to increased student and community complaints about disruption in one of the junior high schools, a rural western middle-income school district created a community/school committee to review and revise existing rules and regulations on student conduct and discipline for the district. The committee was composed of parents, teachers, counselors, social workers, administrators, students, and police representatives and was funded out of the district's annual operating budget. It was designed to operate for four months.

The committee elected a chairman who coordinated the biweekly meetings. The following activities were conducted by the committee:

- Review of literature and laws on civil rights of children
- Research on aspects of school suspension
- Review of school-level regulations concerning student conduct
- Review of school board disciplinary and other related policies
- Exchange of opinions and consensus on regulations and policies in question.

The outcome of the committee's deliberations was a series of recommendations that were incorporated into revised regulations on student conduct and discipline for all schools (K-12) in the district. Parents contributed an important perspective in the development of the recommendations.

The revised regulations set more realistic parameters for student conduct and reflected both the expectations of community representatives and the school district.

URBAN WESTERN SCHOOL DISTRICT

Parent Advisory Council on Operations and Curriculum for Alternative High School

An alternative high school for dropouts and highly disruptive students, located in one western urban school district, has instituted a parent advisory council consisting of about 16 parents and students. The school includes grades 9 through 12, has a student population of 80, and is primarily funded through the State Department of Education Program for Compensatory Education and Dropout Prevention.

Over a seven-year period, the parent advisory council has been meeting monthly to review the curriculum and operation of the school. The council makes recommendations which are sent to the State Department of Education for consideration. Annually, council members participate in training sessions on new programs suitable for alternative schools. The training sessions avail council members of information on the latest developments in program design and implementation for alternative schools, which gives them a solid basis for making programmatic recommendations.

Some examples of suggestions that evolved from parent advisory council meetings are as follows:

- Improved cooperation and coordination between the district high schools and the alternative schools
- Better maintenance of building and grounds
- Increased involvement of community members in the school to provide career education programs
- More attention to basic skills development.

The active involvement of parents through the parent advisory council has been effective in pushing through program changes that have improved student achievement, attitudes, and school climate.

NSRN Bibliography and Resource List
for Parent/Volunteer Involvement

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2. Carter, B., and Dapper, G. Organizing School Volunteer Programs. New York: Citation Press, 1974.

3. Carter, Barbara, and Dapper, Gloria. School Volunteers: What They Do, How They Do It. New York: Citation Press, 1972.

4. Citizen Education Newsletter. Research for Better Schools, Inc., 444 North 3rd Street, Philadelphia, Pennsylvania 19123.

5. Deiker, Larry. Volunteer Coordinator Guide. Oregon: University of Oregon Center for Leisure Studies and Community Services, 1969.

6. Developing Leadership for Parent/Citizen Groups. National Committee for Citizens in Education, 410 Wilde Lake Village Green, Columbia, Maryland 20144.

7. Eells, Donald R. "Are Parents Really Partners in Education?" National Association of Secondary School Principals. Bulletin, 58, No. 378 (January 1974): 26-31.

8. Fedorko, Helen, and Rhodes, Doris. "Cooperation is the Key." Momentum, Journal of the National Catholic Education Association 7, No. 4 (December 1976): 17-20.

9. Hager, Donna. Community Involvement for Classroom Teachers. Community Collaborators, P.O. Box 5429, Charlottesville, Virginia 22903.

10. Handbook for Prince Georges County Volunteers. 1977; reprint #PGIN-7690-1533. Prince Georges County Public Schools, Upper Marlboro, Maryland 20870.

11. Handbook for Secondary School Volunteer Tutor Programs. Division of Instruction, Maryland State Department of Education, B.W.I. Airport, P.O. Box 8717, Baltimore, Maryland 21240.

12. Handbook for Volunteers. Montgomery County, Maryland, School Volunteer Program, 850 Hungerford Drive, Rockville, Maryland 20850.

13. "How Mobile Home Dwellers Cut School Vandalism Costs." Proposition 13 Information Service, California School Boards Association 2, No. 10 (June 26, 1979).

14. "How to Enlist Community Support for Innovative Programs." Cassette tape. National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091.

15. Kappelman, Murray, and Ackerman, Paul. Between Parent and School. New York: Dial Press, 1977.

16. "Live In School Sitters Are Saving This District Thousands of Dollars." The American School Board Journal. July 1974, pp. 36-38.

17. McKee, Paul. Primer for Parents. Hopewell, N.J.: Houghton Mifflin, 1972.

18. National School Volunteer Program Information Bank Newsletters, Information Bank, 300 North Washington Street, Alexandria, Virginia 22314.

- School Volunteers: An Added Dimension--Louis Longarzo
- Marketing Principles for Volunteerism--Sarah Lahr
- Some Notes on Fund Raising--IB #38--John Alden
- Volunteerism--An Aid to Education--IB #39--Ruth Love
- What School Volunteers Do--IB #14
- Who Cares for the Child--IB #36--John Alden
- School Volunteers and Career Education: Some Conceptual Thoughts--IB #41--Kenneth Hoyt
- Parent Education Through School Volunteering--IB #18--Toni Levi
- 40 Good Ways to Encourage Effective School Volunteers--IB #13

19. Naylor, Harriet. Volunteers Today: Finding, Training and Working With Them. New York: Association Press, 1967.

20. "Operation Vandal Watch: A Novel Approach to Providing Security 24 Hours A Day, 7 Days A Week." School Administrator's Discipline and Control Update, Croft-NEI Publications. October 1976, pp. 1-3.

21. Orthrow, Iris. Volunteers: A Guidebook for Developing and Implementing a School Volunteer Program. Volunteer Readership, Division of National Information Center on Volunteerism/NCVA, P.O. Box 1807, Boulder, Colorado 80306.

22. "Parent Patrols Are Scaring Would-Be Vandals." The American School Board Journal. July 1974, pp. 38-39.

23. Parents and Teachers Together. Multimedia kit (transparencies, filmstrip, cassette tape). National Education Association Distribution Center, Academic Building, Saw Mill Road, West Haven, Connecticut 06516. Kit includes:

Handbook: Parent Involvement in the Schools
Sayler, Mary Lou. Parents: Active Partners in Education
"Get Involved in Your Child's School" Leaflet
Basic Guidelines for Parent Volunteers. Five transparencies with overlap.

24. Parents Network Directory. National Committee for Citizens in Education, 410 Wilde Lake Village Green, Columbia, Maryland 20144.

25. Parents Organizing to Improve Schools. National Committee for Citizens in Education, 410 Wilde Lake Village Green, Columbia, Maryland 20144.

26. Safran, Daniel. Evaluating Parent Involvement. Center for the Study of Parent Involvement, 5240 Boyd Street, Oakland, California 94618.

27. School Volunteer Programs: Everything You Need to Know to Start or Improve Your Program. National School Volunteer Program, 300 North Washington Street, Alexandria, Virginia 22314.

28. The Use of School Volunteers. Mott Institute for Community Improvement. Michigan: Michigan State University Press, 1973.

29. Veele, Mary. School Volunteers Handbook. Learning Publications, Inc., P.O. Box 1326, Holmes Beach, Florida 33509.

30. Violence in Our Schools: What to Know About It--What To Do About It. National Committee for Citizens in Education, 410 Wilde Lake Village Green, Columbia, Maryland 21044.

31. Volunteer Handbook for School Volunteers, Coordinators, Teachers, and Principals. 1976; reprint #PGIN-7690-1530. Prince Georges County Public Schools, Upper Marlboro, Maryland 20870.

32. Volunteer Readership Newsletter. Volunteer: The National Center for Citizen Involvement, 1214 16th Street, Washington, D.C. 20036.

33. Wilson, Gary B., and Wingate, Barbara. Parents and Teachers: Humanistic Educational Techniques to Facilitate Communication Between Parents and Staff of Educational Programs. Humanics Press, 881 Peachtree Street, N.E., Suite 114, Atlanta, Georgia 30309, 1974.

34. Winecoff, L., and Powell, C. Organizing a Volunteer Program. Michigan: Pendell Publishing Company, 1976.

Course 7 - The Community as a Problem-Solving Resource

Module 7.3 - School/Community Links: Parents and Volunteers

Organizational Resources List

1. Center for the Study of Parent Involvement
   Dan Safran
   5240 Boyd Street
   Oakland, CA 94618
   415/658-7557

2. Child Study Association of America
   50 Madison Avenue
   New York, NY 10010

3. Children's Defense Fund
   1763 R Street, N.W.
   Washington, DC 20009

4. Citizens Training Institute
   c/o National Committee for Citizens in Education
   Suite 410, Wilde Lake Village Green
   Columbia, MD 21044

5. Home and School Institute
   Trinity College
   Washington, DC 20017

6. Institute for Responsive Education
   704 Commonwealth Avenue
   Boston, MA 02215

7. National Association for Child Development and Education
   500 12th Street, S.W.
   Washington, DC
   484-0140

8. National Citizen Participation Council, Inc.
   1620 I Street, N.W.
   Washington, DC

9. National Coalition of ESEA Title I
   Parents
   416 West Sixth Street
   Wilmington, DE 19801

10. National Committee for Citizens in Education
    Suite 410, Wilde Lake Village Green
    Columbia, MD 21044
    800/NET-WORK

11. National Community Education Association
1030 15th Street, N.W.
Washington, DC 20005
466-3530

12. National Council of Organizations for Children and Youth
1910 K Street, N.W.
Washington, DC
785-4180

13. National Information Center on Volunteerism
P.O. Box 1807
Boulder, CO 80306
303/447-0492

14. National School Public Relations Association
1801 North Moore Street
Arlington, VA 22209

15. National School Volunteer Program, Inc.
300 North Washington Street
Alexandria, VA 22314
836-4880

16. P.T.A. National Office
700 North Rush Street
Chicago, IL 60611
312/787-0977

17. Research for Better Schools, Inc.
444 North 3rd Street
Philadelphia, PA 19123

18. Volunteer: The National Center for Citizen Involvement
1214 Sixteenth Street, N.W.
Washington, DC 20036
467-5560

Bibliography for Parent Involvement

Cooke, T. P. Parental Involvement in the Schools: Ten Postulators of Justification. Education 96, No. 2 (1975): 168-169.

The educational and psychological literature supporting parent involvement is discussed. Some of the postulates include: costs; benefits; responsibilities; shortage of paraprofessionals; and support systems.

Datta, L. E. Parent Involvement in Early Childhood Education: A Perspective from the U.S. Washington, D.C.: National Institute of Education, 1973.

The paper focuses on parent involvement in early childhood educational roles. Topics included are: home visits; origin of parent involvement trends; roles, barriers and incentives; costs; durability of changes; and what is necessary and/or sufficient.

Davies, D., ed. Schools Where Parents Make a Difference. Boston, Mass.: Institute for Responsive Education, 1976. ED 133796. Available: Institute for Responsive Education, 704 Commonwealth Avenue, Boston, Mass. 92215. (Cost $3.95.)

Eleven case studies are presented which illustrate how schools and communities worked together for better educational experiences for the children. The introduction of the book focuses on the ups and downs of participatory democracy and the conclusion contains suggestions for community and school unification.

Gordon, I. J. Parenting, Teaching and Child Development. Young Children 31, No. 3 (1976): 173-183.

Topics discussed in the article include: research on parenting; preparing people for parenthood; and matching the learning environment to the child. Dr. Gordon also presents 5 P's, 4 R's, and TLC as important to the preparation of parents as teachers.

Gordon, I. J. What Do We Know About Parents as Teachers. Theory Into Practice 11, (1972): 150-156.

The article presents a review of the literature pertaining to a parent's effectiveness as a teacher. It is concluded that: (1) parents' behaviors as information givers and directors influence children's intellectual performance; (2) parents are not a homogeneous group and individual differences exist between parents' abilities as teachers; (3) we must change an outdated attitude that criticized parents as teachers; and (4) we must recognize parent education as a sound educational practice.

Honig, A. Parent Involvement in Early Childhood Education. Washington, D.C.: National Association for the Education of Young Children, 1975. ED 113010. Available: National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009. (Paper $3.00 plus $.30 postage.)

An examination of existing models and programs designed to involve parents. Included are: discussions of issues; research evidence; evaluation techniques (parent involvement); descriptions of specific programs; suggestions for measuring change; problems encountered with parent involvement; and a detailed discussion of solutions. In addition, bibliographies, audiovisual materials, and curriculum guides for parents and teachers are provided.

Jones, E. Involving Parents in Children's Learning. Childhood Education 47 (1970): 126-130.

The article emphasizes the importance of involving parents in education, especially home visits by teachers; practical suggestions for home visits are discussed.

Lane, M. B. Education for Parenting. Urbana, Ill.: ERIC Clearinghouse on Early Childhood Education, 1974. ED 108093.

Various approaches and programs educating and involving parents are discussed: the ecological and home-school communication approach; the Nurseries in Cross-Cultural Education; and the assisting, insight and home-based programs. Also included is a discussion of problems, an annotated bibliography of materials, program descriptions, and films on parenting.

Safran, D. Preparing Teachers for Parent Involvement. 1974.

An examination of how teacher education can be designed to prepare teachers to work with parents. Topics include: why involve parents in formal education?; why train teachers for this?; what competencies do teachers need?; how can teachers be helped to obtain competencies?; and what can be done to prepare schools of education to meet the challenge of designing teacher programs for parent education? Safran believes teachers have to accept and respect the parents and the community of the children they teach.

Ware, W.B., and Garber, M. The Home Environment as a Predictor of School Achievement. Theory Into Practice 11 (1972): 190-195.

A study that provides evidence for the importance of the home environment to the child's cognitive abilities. Included is a discussion of the variables that correlate with school success.

Yawkey, T. D., and Aronin, E. L. Day Care Premises: A Boom to the Elementary School. Madison, Wisc.: University of Wisconsin, Division of Early Childhood Education.

The paper deals with five ideas pioneered by the daycare and preschool movements that are now being adopted by elementary schools: the notion that IQ is flexible; the child can be taught if learning is individualized to his needs; development is influenced by environmental interaction; self-concept is important; and parent influence is crucial to growth and educational development. Also included are innovative school activities based on these five ideas.

Center for the Study of Parent Involvement. Parent Involvement: Parent Development. Oakland, Calif., 1974. Available: All three Issue Papers above can be obtained by writing to the Center for the Study of Parent Involvement, 5240 Boyd, Oakland, Calif. 94618. ($2.50)

Center for the Study of Parent Involvement. Preparing Teachers for Parent Involvement. Oakland, Calif., 1974 ($2.50).

Jones, P., and Jones, S. Parents Unite! New York: Wyden Books, 1976.

Miller, B. L., and Wilmshurst, A. L. Parents and Volunteers in the Classroom: A Handbook for Teachers. San Francisco, Calif.: R & E Research Associates, 1975. Available: R & E Research Associates, 4843 Mission Street, San Francisco, Calif. 94112 ($6.00).

Guinagh, B. J., and Jester, R. E. How Parents Read to Children. Theory Into Practice 11 (1972): 171-177.

The article is a description of the PARS project. Generally, the parent is given a book to read to the child and parent-child interaction is measured. The instrument is discussed in terms of its usefulness of training parents how to extend reading to children.

Hackensack Public Schools. Home-School Interaction: Project LEM. Hackensack, N. J., 1973. ED 105618. Available: Project LEM, Hackensack Public Schools, Hackensack, N. J. 07601.

The basic principle of the project is that parent participation helps develop the program and climate for improved learning. A discussion is included of how parents were involved in this particular program involving multiage grouping in an open-space school.

Mattox, B., and Rich, D. Community Involvement Activities: Research into action. Theory Into Practice 16, No. 1 (1977): 29-34.

A description of the Washington, D.C., Home and Study Institute, devoted to the development of home-school-community partnership in educational programs. Research of the Institute is discussed, as well as the H.E.L.P. (Home Education Learning Program) recipe-type activities.

Parent Involvement in Special Education

Abidin, R. R. Parenting Skills: A Trainer's Manual. A Performance Based Early Childhood-Special Education Teacher Preparation Program. Monograph. Charlottesville, Va.: University of Virginia, School of Education, 1974.

Grim, J., ed. Training Parents to Teach: Four Models. First Chance for Children. Vol. 3. Chapel Hill, N.C.: North Carolina University, Technical Assistance Development System, 1975.

Karnes, M. B., et al. "Involving Families of Handicapped Children." Theory Into Practice 11 (1972): 150-156.

Levitt, E., and Cohen, S. Parents as Teachers: A Rationale for Involving Parents in the Education of Their Young Handicapped Children. New York: City University of New York, Hunter College, Special Education Development Center, 1974.

Gordon, I. J., and Breivogel, W. F., eds. Building Effective Home/School Relationships. Boston: Allyn and Bacon, Inc., 1976. Available: Local bookstore or write Allyn and Bacon, Inc., Longwood Division, Dept. 898LC, Link Drive, Rockleigh, N.J. 97647.

This book contains guidelines for preparing, implementing, and evaluating a home visit program.

Rich, D., and Jones, C. A Family Affair: Education. Washington, D.C.: The Home and School Institute, 1977. Available: Trinity College, Washington, D.C. 20017.

A manual focusing on the power of the school-family partnership. Topics include: 200 home learning recipes; ways for helping professionals reach out to the home; and salient research studies from 1964-1975. In addition, there is a description and review of twelve programs involving parents.

Rich, D., and Mattox, B. 101 Activities for Building More Effective School-Community Involvement. Washington, D.C.: Home and School Institute, 1976. ED 24 780. Available: Home and School Institute, Trinity College, Washington, D.C. 20017 ($4.00 and $.50 mailing; 5 or more $3.50 and $1.00 mailing).

Activities for school-community involvement and interaction written in a recipe-type format. Lots of ideas for communications, educational events, utilization of resources, volunteers, secondary school outreach and money making activities.

Bamber, Chrissie. "Parents must help; Children must not lose." Network 2, No. 4 (February 1977). NCCE (National Committee for Citizens in Education), 410 Wilde Lake Village, Columbia, Md. 21044.

Parents included in planning for their handicapped children as result of Public Law 92-142, Education for All Handicapped Children Act. List of Children's Rights and Parents' Rights included.

Course 7 - The Community As a Problem Solving Resource

Module 7.4 - Winning Agency/Business Support

Module Synopsis

Purpose

Businesses, agencies, and organizations all have interests in maintaining schools that are safe environments for learning and that are able to educate the community's children. This module focuses on ways schools can win support in the community and involve the social agencies, businesses, and organizations in joint projects with the school. It presents a conceptual framework for planning activities and provides suggestions about how to approach these different elements in the community.

Objectives

Participants will be able to--

1. Discuss ways of proceeding to get agency/business support
2. Articulate benefits that schools and agencies/businesses can derive from cooperative ventures
3. Enumerate barriers to cooperation
4. Discuss ways of dealing with business to gain support.

Target Audiences/Breakouts

This is a core module targeted at the preoperational and operational level. It is, therefore, appropriate for a broad mix of participants. While the materials are presented from the perspective of what a school must do to start a program of community involvement, they will also assist community members and staff of social service agencies in working with schools to set up youth-serving programs.

Course 7 - The Community As a Problem Solving Resource

Module 7.4 - Winning Agency/Business Support

Module Synopsis (continued)

Media/Equipment

Overhead projector
Screen
Flip chart
Marker

Materials

Transparency

7.4.1 Rationale for School-Community Cooperation

Participant Worksheets

7.4.1 Case I
7.4.2 Case II

Background Materials (Trainer/Participant)

7.4.1 Cooperation with the Community: Agencies, Businesses, and Organizations, NSRN, 1979
7.4.2 "Background of Interagency Coordination: A Working Paper," Simon, Marion A., Statewide Youth Advocacy, Inc., Rochester, New York
7.4.3 "A Corporation Adopts a School," NSVP Information Bank, Arlington, Virginia

Resources/Bibliography

R.7.4.1 Community Involvement in Schools, NSRN T/A Bulletin
R.7.4.2 Community Schools, NSRN T/A Bulletin
R.7.4.3 Yerba Buena: A School-Based Interagency Approach, NSRN T/A Bulletin

Mutual Benefits Can Be Derived From Shared Responsibilities and Resources

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Course Agenda by Module

Course 7 - The Community as a Problem-Solving Resource

Module 7.4 - Winning Agency/Business Support

Total Time 1 to 14 hours

Module Summary

This module explores ways of proceeding to win agency/business support. Participants evaluate different approaches to garnering support. Discussion focuses on the benefits of and barriers to interagency cooperation and change. Special considerations in dealing with businesses are also discussed.

Activity/Content Summary	Time
1. Getting Interagency Cooperation Participants read Case I and in small groups of 5 or 6 and large groups discuss what was right and what was wrong about the procedures followed in the case. A. Small Group Activity: Case I B. Large Group Discussion: Case I	15 min.
2. Ways to Proceed: Case II Participants discuss Case II, focusing on recommended ways to proceed in dealing with agencies and businesses.	20 min.
3. Benefits and Barriers A. Overview: Benefits of Interagency Cooperation B. Discussion of Benefits C. A Major Barrier to Cooperation: Resistance to Change D. Overcoming Barriers and Resistance	40 min.
4. Special Considerations When Dealing with Businesses (Optional Discussion) Participants are introduced to the motivations underlying the willingness of businesses to cooperate with the schools. Things to keep in mind when approaching businesses are discussed. A. Business Interests B. Businesslike Approach	10-15 min.

Materials/Equipment	Sequence/Activity Description
Worksheet 7.4.1	1. Small-Large Group Activity: Getting Interagency Cooperation (15 min.) A. Small Group Activity: Case I Trainer refers participants to Worksheet 7.4.1, Case I, and gives the following directions: o Read Case I. o Form small groups of five or six, and discuss the case, answering the following questions: - What did Jordan do that was right? - What did Jordan do that was wrong? - What could he try next? - Will he succeed? B. Large Group Discussion: Case I Trainer reconvenes participants into large group and asks one member of each small group to report out findings. Discussion can follow. The points below could be included in the discussion. o What did Jordan Jo that was right? - He talked to the guidance counselor and principal about the problem - He contacted the social agency for help. o What did Jordan do wrong? - He had no real information about the problem - He walked into the director's office without an appointment - He had no backing from the school to contact the agency and no support - He knew nothing about the agency - He knew nothing about the school's policy for dealing with outside agencies.

Materials/ Equipment	Sequence/Activity Description

- What could he try next?
  - He might go back to the principal and try to get support for the project
  - He might find out what other agencies in the city would be able to offer support, and what their functions are
  - He might talk to students, parents, and other community members about the problem
  - He might contact other agencies who would know of similar projects started in other cities or other schools.
- Will he succeed?
  - Maybe.

Worksheet 7.4.2

Flip chart

Felt-tip pen

2. Large Group Activity: Ways to Proceed--Case II (20 min.)

Group Discussion: Case II

Trainer refers participants to Worksheet 7.4.2, Case II, and asks them to read the case.

Trainer leads group discussion about Case II asking the following questions:

- Why is this approach better than the first?
- What were the positive steps that Jordan and his colleagues took in solving the problem?

Trainer should refocus the suggestions informally to suggest a series of "recommended ways to proceed" and record these on a flip chart. Following is a list of some of the recommended ways to proceed.

(1) Gather complete information about the problem or situation.

(2) Know what is sought--the goals and objectives. Know how much it will cost.

(3) Contact key decisionmakers in the first meetings. Talk to the person who can make the change.

(4) Present a clear statement of the school's needs.

Materials/ Equipment	Sequence/Activity Description

(5) State what the agency/business will gain from the interchange. State the benefits from the interaction.

(6) Know the agency/business that you're approaching. Research their needs. Know the barriers to making the project work. Know what the concerns of the agency are.

(7) Provide feedback on the progress of the project.

(8) Start small. Remember that piecemeal changes are more easily accepted than total changes.

(9) Make temporary changes. Temporary changes are more readily acceptable than long term ones. "Try it for awhile" may be the opening wedge for an innovation.

3. Minilecture Using Transparency and Discussion: Benefits and Barriers (40 min.)

A. Overview: Benefits of Interagency Cooperation

Trainer should make the following points:

- In any relationship--person-to-person, agency-school or school-business--both sides want to benefit from the encounter, to get something out of the relationship.
- One of the recommended ways of proceeding to establish a relationship with an agency or business, as discussed, is to point out the benefits the agency or business will experience with sharing of responsibilities or tasks.

Materials/ Equipment	Sequence/Activity Description
Transparency 7.4.1	Show Transparency 7.4.1 and make the point below.

Mutual Benefits Can Be Derived From Shared Responsibilities and Resources

- Mutual benefits can be derived from shared responsibility and resources.

B. Discussion of Benefits

The trainer asks the following question to trigger discussion and makes the following points:

- What are some of the benefits that an agency might derive from cooperating with a school?
  - Cost reduction
  - More funding
  - Give better services to clients
  - Eliminate duplication of services
  - Expand their network (e.g., power base).
- Schools need to communicate ways in which the proposed cooperative actions can help the agency:
  - Will it help deal with limited funds for populations with many unmet needs?
  - Does it assist overworked staff?

Materials/ Equipment	Sequence/Activity Description

- Will it help reduce client drop-out?
- Can it increase low penetration of client populations?

o The economic rationales for cooperation are also compelling:

- Larger units are usually more efficient than small, fragmented ones
- Support services and facilities are cheaper if costs are shared among organizations
- Cost efficiency is achieved because groups of agencies can provide services cheaper than others, and within a cooperative arrangement these savings can be realized
- Large cost savings are derived when duplication in services delivery is reduced or eliminated.

C. A Major Barrier to Cooperation: Resistance to Change

Trainer should make the following points through discussion with the group:

o Resistance to change is normal.

o Our social institutions, schools, and businesses are stabilized by not changing--by keeping a norm, a constantness.

o Resistance to change comes in many forms and has many motivations:

(1) Change is resisted by force of habit--Humans are creatures of habit. The time we get up, the way we dress, the route we take to work, where we carry our money, the place we sit in meetings or at home--all are habitual behavior. Changing any of these habits makes us uncomfortable. Routine seems safe, known. If by demand or circumstances, we are forced from habit, anxiety results.

(2) Change disturbs what is regarded as normal--What is customary, what is old (the "good old days," the "old-fashioned way") are assumed to be "normal" while change is deemed "abnormal." The status quo is protected because it represents a known norm with which we can deal. Organizational norms are accepted as "the way we do things here" and are interpreted as tried and true simply because of their existence.

Materials/ Equipment	Sequence/Activity Description

(3) Change may increase or decrease workloads--People are often stressed by the idea of taking on a greater responsibility--or losing a responsibility they already have.

(4) Change may be perceived as an admission of failure or the judgment of inadequacy--A new procedure which could save money can be resisted because making the change would appear to be an admission that money is now being wasted. Training is resisted because acceptance seems to be an acknowledgement of ignorance. The advocacy of change takes on the weight of an indictment that "something is wrong."

(5) The reasons for change may be unclear, or misunderstood--Motivation for change may be suspected. An assumption can be made that the advocate of change would benefit inordinately from the change. Some changes which might be given superficial or "professional" acceptance are resisted because they conflict with personal attitudes or goals. The police officer may resent some service duties as being "social work." A change may interfere with an opponent's desire to press for some other change.

(6) Change can be resisted for its ripple effect--Change at one level may require changes at other levels--increased budget, more personnel, training, approval of authority figures, new policies or procedures, amended legislation.

(7) Changes can represent a challenge to authority--Change sometimes is perceived as an invasion of "turf," which could mean loss of control by an authority figure. Change initiated from outside may infer to a resister that "somebody is trying to tell me how to do my job." The "good guy" privileges of a leader may be diminished by change, robbing him or her of the opportunity to dispense rewards. For example, the school may be leary of hiring outside counselors to work with students.

(8) People may feel powerless to make changes--Traditional and bureaucratic organizations are perceived as immovable and hope for change as useless. A sense of impotence comes when accountability for change rests upon vague, faceless forces--"They ought to do something about it." The anonymous community public, or "society," is held responsible for lack of change, such as in the view that "people get the kind of government they deserve." These statements represent a sense of powerlessness.

Materials/ Equipment	Sequence/Activity Description

D. Overcoming Barriers and Resistance

The trainer should ask the following questions to trigger discussion:

- o Besides resistance to change, what are some of the barriers that stand in the way of achieving cooperation?
- o What are examples of barriers that have been erected in your community?

(NOTE: There may be hundreds of examples. A few important ones include credentialing differences, style of operation (formal school contact with clients vs. the street worker outreach used in some agencies), political issues, funding issues, influence, etc.)

- o Who puts up the barriers?

(NOTE: Both schools and agencies erect barriers, even when they may want to promote cooperation. Try to elicit examples of unconscious barriers--e.g., suggesting that the agency visit the school instead of vice versa.)

- o How can the barriers be overcome?

(NOTE: Suggestions may include--

(1) Get your own proposal together before you go--have objectives, proposed budget, etc.

(2) Stress the point that agencies will benefit from the relationship

(3) Start small, and use a process to organize

(4) Use other "recommended ways to proceed" as discussed.)

4. Optional Discussion: Special Consideration When Dealing With Businesses (10-15 min.)

A. Business Interests

Trainer should ask the following questions:

- o What are examples of business-school cooperation in your community?
- o What motivated the businesses to participate?

Materials/ Equipment	Sequence/Activity Description

- What are the benefits of such a program for businesses? For students?

Trainer should make the following points:

- Motivation might include--
  - Better schools mean better communities. Businesses need good schools to help attract qualified personnel. Good schools are a selling point to get people to move or stay in the community.
  - Businesses want schools that can teach people to read, write, think. They want their future employees to have these skills.
  - Businesses are interested in their products/services. Their interest is their business and increasing goods/services to make money.
  - Businesses benefit from good public relations.
  - Businesses benefit from tax write-offs.
- Businesses can be the source of rich volunteer and financial support for a school.
- For example, a very successful program was begun several years ago in New York City called the Executive Internship Program. High school students work with an executive 4 days a week and meet in a seminar on the fifth day. They work a whole semester full-time in the business community. The program has been extremely successful and is now available in several cities.

B. Businesslike Approach

Trainer should make the following points:

- Contacts with businesses have to be businesslike. Talk in business terms. Be brief. Use facts and figures.
- Some school cooperation programs have used retired executives to approach the business or industry. This minimizes distrust and assures use of terms corporate management is used to hearing.
- In general, if a corporation has an interest in supporting a school program, it will be based on an already articulated policy.

Course 7 - The Community as a Problem-Solving Resource

Module 7.4 - Winning Agency/Business Support

Background I-D 7.4.2

Background Materials

"Backgrounds of Interagency Coordination:
A Working Paper"

A working paper by Marion A. Simon, Project Director, Interagency Planning Project, Statewide Youth Advocacy, Inc., June 1979.

(See attached)

Course 7 - The Community as a Problem Solving Resource

Module 7.4 - Winning Agency/Business Support

Background I-D 7.4.1

Background Materials

COOPERATION WITH THE COMMUNITY: AGENCIES, BUSINESSES AND ORGANIZATIONS

Everyone in a community loses when the quality of education begins to deteriorate. If the schools become troubled, violence-ridden places where teachers spend their time keeping order rather than teaching, a mass exodus of middle-class families often results. As the quality of education deteriorates and the affluent and middle classes leave the area, the tax base is eroded, the real estate values in the neighborhood decline, and merchants lose business revenues and locate elsewhere--in an all too familiar pattern of disintegration experienced in virtually every city in the nation. When this occurs, the schools cannot keep good teachers, and they inherit a population of troubled students. Businesses in the area cannot attract a labor force, and social agencies find that they are confronting more and more difficult and discouraging situations. Since the ill effects touch every aspect of the neighborhood's cultural, social and economic life, every part of the community has a vested interest in the viability of the schools. School problems in a real way are community problems, and community efforts to support schools contribute to the well-being of the entire community.

This interdependence between the educational, social, business, and civic institutions of the community has been recognized in many areas of the country where joint school/community efforts have been initiated to help reduce and prevent problem behaviors in school, and, at the same time, help the community by assuring that the school can continue to fulfill its role effectively.

These joint school/community efforts have paid off. Vandalism has been virtually eliminated as a result of some efforts. Other results have included improved grade averages and marked reductions in truancy and suspensions for such causes as alcohol and drug abuse. Encouraging results have been obtained from small, volunteer-type programs in which parents or community members monitored the halls and playgrounds, ate in the lunchrooms, and kept watch on the facilities at times when the school was closed. The most far-reaching programs and the most noteworthy results were obtained when the school structure was changed to accommodate the concepts of community education. Using this approach, schools were opened to the whole community, and the community was asked to participate. School facilities were made available for social, educational, and recreational purposes; courses were offered for adults and social service agencies came into the schools to provide services to parents and youth alike. In the fully developed community schools, citizens participated through advisory councils. In addition, the education process for youth included presence of community members in the classrooms as resource persons and provision of learning experiences for youth outside the classrooms in the community's museums, factories, hospitals, laboratories, airports, and other resources.

These projects, both those of limited scope and the larger community school projects, serve the interests of the school and of the community. The innovators who started them have capitalized on this point as they involved social agencies, businesses, civic organizations and churches.

In this module, we will not dwell on the "why's" of community agency, business, and organization involvement and will focus instead on the "how's." A simple idea expresses the rationale for the cooperation: Mutual benefits can be derived from shared responsibilities and resources. This single concept is the key to facilitating cooperation from a wide spectrum of agencies, businesses, and organizations in the community that traditionally has had very little contact with the school. Once the community institutions become fully aware of the relationship between their well-being and that of the school, and are convinced that their own interests can be served by a new program, cooperation often is forthcoming.

The following sections will deal with how to involve two distinct targets for school/community cooperation: (1) social agencies and (2) business and organizations. Social agencies, like the school, belong to a service network funded by city, State and Federal funds. Both the schools and the agencies are part of the publicly supported socialization network. Civic organizations, business, and industry, on the other hand, are not publicly funded, and their interests often are much more specifically related to the institutional purpose. Although businesses and organizations do not share the official social service role of the agencies and school, they nonetheless have a common stake in the community and often make valuable contributions to school programs.

INTERAGENCY COOPERATION

From the viewpoint of the community, interagency cooperation--for our purposes defined as school social agency cooperation--is desirable to conserve economic resources and reduce tax burdens on citizens. In addition, needs of a community can change radically in this day and time. Thus, interagency cooperation often provides the flexibility needed to respond to change. Finally, many segments of the population have tremendous unmet needs that exceed the service delivery capability of any one agency. For example, an abused or neglected child may need shelter, psychiatric care, testing and assessment, remedial educational services, clothing, medical care, and any of a hundred other services. In most communities, there is no central point at which the services can be coordinated and delivered. The local school provides the logical point to bring all of the agencies together. The arguments in favor of interagency cooperation, thus, seem logical and rational. Developing the needed linkages and interagency agreements is not so simple.

The idealistic objectives of community education and the logic of involving a variety of agencies are hard to criticize. But reality often does not approach the ideal, and this new concept of shared responsibility often meets with firm resistance. One of the major sources of opposition is institutional resistance to change. The suggestion that change is needed may not meet with an enthusiastic response because it--

- Implies that the agency or educational institution may be failing in its responsibilities
- Evokes fear of the unknown
- Threatens vested personal interests.

In addition, the agency or the school may mistrust or lack confidence in an "outsider" because of what is perceived as a lack of appreciation for specific agency or school problems. Staff insecurity also poses obstacles. "Turf" issues have prevented development of close working relationships between schools and human service agencies in many communities. Both schools and agencies have to be indicted for the failure, for both groups have erected barriers of territoriality and suspicion. In addition, educators traditionally have not sought help from the community. Often the weight of their responsibilities to represent parents and to be accountable for public funding has prevented cooperation, even when resources were available. However, this unitary approach is no longer feasible or workable, given current problems facing many schools.

Two basic tasks are required to develop cooperation between schools and social agencies. The first involves developing an awareness of the benefits an agency can derive from cooperation with a school in centralized delivery of services. The second is the negotiation of interagency agreements that serve as the formal basis for the cooperative effort. These two topics are discussed in the sections that follow.

Developing a Recognition of Mutual Benefits

Often obscured in issues that pose barriers to cooperation among community service delivery agencies is the fact that cooperation and coordination can bring real benefits to agencies able to achieve it. In economically troubled times, with growing voter resistance to "big spending," these benefits are of increasing importance.

In his new book, Creating Interagency Projects, Joseph Ringers, Jr., summarized the issues succinctly:

> To enter into a cooperative arrangement, an agency may be motivated by its inability to secure sufficient support for the continuance or expansion of its programs. It may also be motivated by pressures brought to bear by the community it serves or by the larger unit of which it is a part.

Through cooperation with schools, agencies can devise solutions to such problems as--

- Limited funds allocated for populations with many unmet needs
- Inadequate labor supply and staffing limitation
- High case loads
- Low client populations.

From the economic point of view, larger units usually are more efficient than small, fragmented ones. Support services and facilities are cheaper if the costs are shared among larger organizations. Costs usually can be reduced through cooperative agreements, because groups of agencies can provide services cheaper than individual organizations. Large cost savings also accrue when duplication in service delivery is reduced or eliminated.

Since both idealistic and practical arguments support the development of cooperative service delivery, school/community cooperation has been successfully implemented in many communities. The job of those concerned with reduction of problem behaviors in schools is to develop an awareness within the community that cooperation is both desirable and feasible. Agencies need to be approached from both altruistic and operational points of view. They need to see how their agency's interest will be protected while services to clients will be improved and expanded. The job has been done in neighborhoods throughout the nation. It can be done in your local community.

Forming Interagency Linkages

Interagency coordination, termed "interorganizing" by an expert on community organization, is formalized through interagency agreements.[1]

[1](Spergel, Irving A., Community Problem Solving: The Delinquency Example, (Chicago and London: The University of Chicago Press, 1969.)

Irving Spergel conceptualizes the formation of these agreements as a process that evolves from cooptation to cooperation and coordination and finally to planning. These phases of interorganizing may be viewed as overlapping phases, moving spirally from simple, situational, and individualistic efforts to complex, systematic and mutually interrelated processes. Figure 7.4.1 depicts their progression.

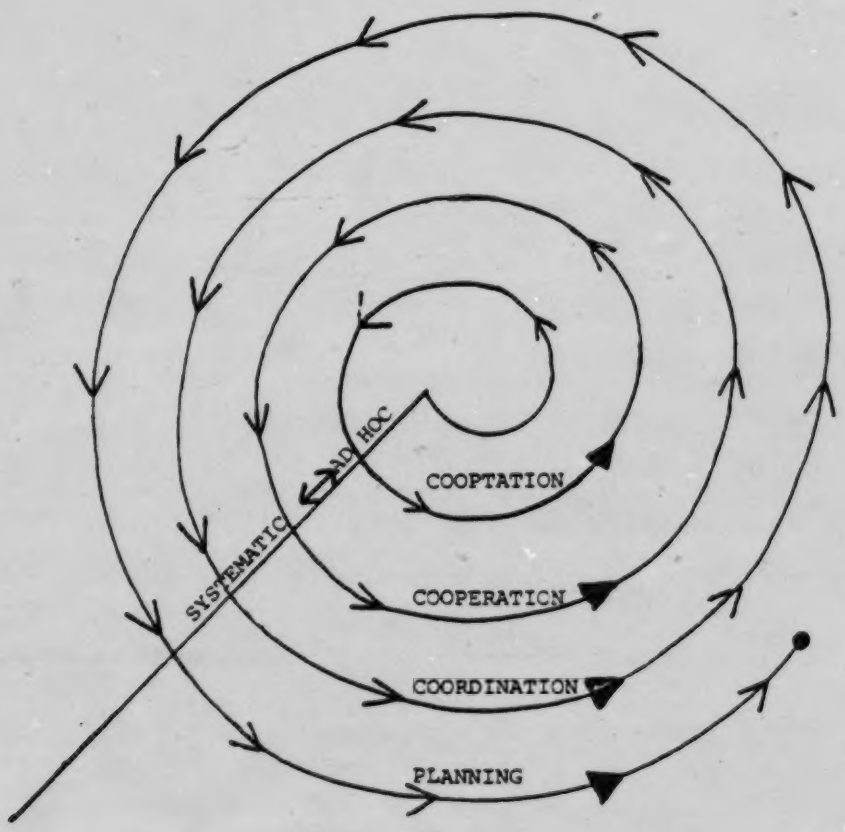

Figure 7.4.1

The concept of cooptation is used here in its informal, reciprocal sense of control of another organization's program decisions. Possible cooptive processes are--

- o Development of informal relationships between different agency personnel
- o Exchange of information and resources
- o Provision of complementary services. Cooptation may be regarded as the principal form of inter-organizing existent in the community, since organizational interests tend to be competitive rather than cooperative.

The cooperative pattern of interorganizing arises when organizations are mutually or collectively concerned about a problem and act to achieve a common goal. This process is usually done on an ad hoc short-time basis.

Coordination, for our purposes, refers to a deliberate and systematic effort, usually over a substantial period of time, by which organizations seek their respective objectives in a manner which does no harm to, and indeed, often enhances, each other's program.

Planning is the most sophisticated form of interorganizing and provides for systematic collaboration by organizations to achieve long-term common ends.

These agreements on which these types of interactions are based may be formal contracts specifying services to be provided and making provision for sharing costs. On the other hand, they may be loose, informal arrangements in which one agrees verbally or in a brief letter to cooperate with another.

Joseph Ringers, Jr., has provided a convenient categorization of types of interagency agreements and linkages which is shown in Figure 7.4.1.

Figure 7.4.2

Types of Interagency Linkages

TYPE	KIND OF COOPERATION
AD HOC	Informal departmental agreements Information sharing Referral system Teaming Trade-offs
PROGRAM COORDINATION	Formal administrative agreements Colocation and coprogramming Resource loans--personnel, equipment, facilities Combine funding for joint project
RESTRUCTURING	Legislated by governing body Shift responsibilities Change in powers Reorganization

Analysis of this process suggests how schools can proceed in attempts to form interagency agreements with service delivery organizations within the community. Where no interaction has existed, the most practical approach is to aim at what Spergel deemed the cooptive level. This means sharing of resources, exchange of information, and informal contacts between professionals. This ad hoc type of linkage can then progress to cooperative efforts when a short-term goal is jointly tackled by the two organizations.

Coordination and planning stages form the most desirable and effective types of interagency linkages. When the interorganizing progresses to these stages, long-term efforts are possible, and the stability of the relationship is recognized by planning for future needs.

Schools that wish to implement joint service delivery with agencies from the community will most likely have to develop a plan for each of these phases in order to foster and nurture the linkage through each of these steps in what obviously is not an overnight process. Although it may begin with agreement at the administrative level, the interorganizing process will bring together midlevel professionals in a variety of activities--sharing information, working together on activities of mutual interest, and finally, joint planning. Each of the contacts, at both the top levels and the midlevel, strengthens the bonds and contributes to the evolution of the interorganizing process. In cases where the top level contacts and agreements are not supported by commitments from the midlevel, the cooperation will not occur; and it is important for a school that is trying to promote joint efforts to recognize that in this case the required support is missing and that it would be better to concentrate their efforts elsewhere.

To initiate the interorganizing process, the school must be able to clearly articulate the overall purpose of the joint undertaking and must be able to present very clearly the problem to be attacked, the methods to be used, and the expected outcomes. Agencies must be approached with clear statements of what benefits they will gain from the activity as well as what kinds of improvements in service delivery will result for their target population. Be prepared with clear and concise materials on each of these topics before you initiate contacts with an agency.

COOPERATION WITH BUSINESSES AND COMMUNITY ORGANIZATIONS

The interorganizing steps involved in working with social agencies also apply to the development of school programs with the business community and with civic, religious and service organizations. The primary difference is in approach. A school seeking assistance from a corporation or local citizen's groups must start with limited and informal activities, progress to larger more systematic efforts or programs, and finally engage in long-term planning. Developing cooperative relations with these nonpublicly funded groups also requires developing within the group or company an understanding of how it will benefit from the interaction. Businesses need to know how the program can contribute to their recruitment, public relations, and advertising programs. Civic organizations must realize how the project will advance their specific objectives. Religious organizations need assurance that the outcomes of cooperative efforts with a school will lead to one of the church's specifically targeted aims.

Schools that wish to develop such contacts have to view the process as evolutionary. Time and effort is required, and the productive phases of cooperative and planning of the interorganizing process can only be achieved after the early ad hoc activities have developed the needed trust and recognition of mutual benefits. Since the community's businesses, civic, and religious organizations that can assist a school have such diverse interests and differing objectives, the following sections deal with them separately, offering suggestions about special approaches that pay off with the individual types of organizations.

Special Approaches for the Business Community

In Oakland, California, a number of corporations participate in an Adopt-A-School program. The Clorox Company has sponsored one of these programs which provide funds for remedial reading teachers and expansion of library holdings. In a recent speech, Robert Shetterly, chief executive officer and chairman of the board of Clorox, described both the reasons for the corporation's involvement and the requirements of the company for its participation. Shetterly eloquently expressed much of what schools need to know about developing contacts with business and industry. His speech can be ordered from the National School Volunteer Program, 300 North Washington Street, Alexandria, Virginia 22312 (Ref: IB #42).

Approaches to Civic, Religious, and Service Organizations

Every community has an astounding variety of organizations. Each of these groups can be a valuable potential source of assistance to a school. However, each type of group needs to be approached with a message that relates their specific interests to the school's needs. The sections that follow group the types of organizations into generic categories and provides suggestions about how they may be approached.

Minority groups--Many of the troubled students in a school belong to one or another of America's numerous minority groups. The many organizations that have developed to advocate for their interest will have a natural concern for what happens to members of their groups in the schools. The Reverend Jesse Jackson's well-known national project called PUSH for Excellence is a good example. It is designed to enlist support of the entire black community to help develop pride in themselves and responsible attitudes toward education. Similar efforts can be undertaken locally, both with large, national advocacy organizations and with local neighborhood groups. These organizations have very focused interests, and schools that attempt to enlist their cooperation need to clarify issues with the groups in regard to the problems they are concerned with. Their issues and concerns need to be directly dealt with in the cooperative effort being proposed.

Professional associations or societies--These groups provide an especially fertile potential for cooperative efforts, since they represent the members of the community with technical expertise. Talents available through these groups extend from social workers, doctors, and psychiatrists who have the skills needed to attack a school's health and social problems to architects, engineers, and others who can advise on matters of design, construction, and physical security. The list extends to librarians, economists, dentists, and hundreds more, each of whom have valuable skills and knowledge that can be used in a school. They key in approaching these groups is relating the school's need to the special expertise provided by the association and working out a realistic plan for tapping the professional resources therein.

Religious organizations--Human problems often are the primary concerns of churches and religious organizations. As a result they can provide valuable assistance to a school. But schools need to be cautious in defining a role for religious groups: the sensitivity of public opinion regarding the church-state issue must be respected. Churches and interdenominational coalitions may provide space, materials, volunteers, information on community problems, and help in the dissemination of information about the school's needs. They also serve as well-respected linking mechanisms for reaching the community decisionmaking networks. Local ministers, priests, and rabbis can be valuable intermediaries between the school and other groups and organizations, since people generally find it difficult to refuse a clergyman's request. Enlisting help from churches and their leaders requires convincing them of the seriousness of the problem in human terms and presenting a practical plan for attacking it.

Colleges and universities--Few people realize the extent of the resources available in local colleges and universities. Graduate students abound who need placements in internships and subjects for research studies. Professors and other staff are hungry for research projects. Counseling offices and others who deal with incoming freshmen are aware of the problems that high school students bring with them to the campus. Therefore, they have a vested interest in helping schools head off some of the difficulties before students arrive on campus. The university also most likely has an office of grant supported research that can help identify sources of funding and put schools in touch with people who have research interests that might complement the school's project. For example, the university is the best source of assistance in the design of a project evaluation. There most likely are a number of highly qualified staff who will assist in evaluation design to further their experience in applied research. University staff and students also possess another valuable asset: time. Since they are not bound by the rigid constraints of the 8-hour work week, they often can be available to work with schools when other people would find it difficult to leave offices, factories, and shops.

Senior citizen groups--Approximately 10 percent of the nation's population is over 65. They often are lacking meaningful roles in society and are cut off from contact with younger people. Many schools have found them more than willing to participate in school/community projects. Elderly volunteers sometimes have problems, such as transportation, that have to be solved to ensure their availability, but if these difficulties are overcome, they have time, talent, expertise, and concern that can be used very effectively by the school.

Youth and student groups--These groups provide an obvious first line of contact for the school. They contain people with close and personal interest in the school. Their members often possess the zest and optimism about the possibility for improvement that new projects need. In addition, youths often feel that they lack meaningful participatory, decisionmaking, and planning roles in the community. A joint school and youth group activity can serve interests of both youth and the school.

Service and civic organizations--These groups can provide valuable fund-raising skills and important assistance in marketing, public relations, management, and training. They have knowledge of the community and information on community issues. In addition, they have usually had experience with administration of volunteer programs. Examples of this type of group include the League of Women Voters, Junior League, Kiwanis, and Lions.

Other organizations--Although those types of groups described above constitute the major sources of assistance, don't overlook neighborhood associations, political parties, special client groups, and groups on military bases.

The problem of approaching and involving civic, religious, and service groups does not differ markedly from those faced with social agencies and businesses. They must be approached with clearly defined purposes, objectives, and methodologies in addition to specific, well-defined, and realistic budgets. Barriers must be overcome by making the group members aware of how their specific interests and objectives will be served by a project, and it is necessary to be prepared to go through the various steps of interorganizing to develop stable and formal working relationships. Although for social agencies, rewards of interaction may appear to be intangible, e.g., improved service delivery or administrative benefits such as reduced case loads, rewards to civic, religious, and service organizations as well as to businesses should be more obvious. News articles, certificates of appreciation, and award ceremonies are some of the methods for providing the needed recognition.

The process of involvement takes time, as it does with business and agencies, and it requires the same sort of commitment and leadership. But the outcomes usually are more than worth the effort. Schools throughout the country are realizing tangible benefits measured in reductions in violence and vandalism as a result of such efforts.

Materials/ Equipment	Sequence/Activity Description

- Your idea usually will be either rejected or accepted based on existing corporate needs and policies.
- The key to contacts with businesses is a well-articulated plan setting forth specific objectives, technologies, and methods and presenting a clear estimate of financial needs.
- Often, businesses will want to see the practicality of the plan in terms of its applicability to other communities and different schools.
- In addition, they need to be approached with a clear, "businesslike" statement of what the company can expect to achieve as a result of their cooperation.
- Award ceremonies, feature articles in the local press, certificates of appreciation, and a variety of other techniques can be used to provide the kind of public relation and advertising benefits that will motivate business to devote resources to a school project.

Course 7 - The Community as a Problem-Solving Resource

Module 7.4 - Winning Agency/Business Support

Worksheet I-D 7.4.1

Participant Worksheet

Case I

Jordan Thomas, 30, the history teacher and track coach of Winburn High School (2,000 students in a community of 390,000) has become increasingly concerned over the use of drugs in the school. He knows members of his team are on drugs, and that more and more of his students are absent from class or are "not together" when they are in class. Students are often high in the morning and in some cases all day long.

He talks to the school guidance counselor, Michael Smith, about the problem. Smith replies that he can't do anything unless the students come to him. He says he's overworked as it is--the school needs at least three counselors, and he's working by himself. Smith adds that it is the parent's responsibility to stop drug usage, not the school's.

Jordan next contacts Principal Gail Watson who displays a somewhat similar attitude. Watson acknowledges the problem, but says she doesn't know what to do about it. Funding is not available for programs, and the school cannot afford to hire additional personnel or counselors for a few students with problems. She adds that if Jordan comes up with any workable solutions to let her know.

With that cue, Jordan decides to look for outside help. He feels the problem is serious and that he has a responsibility to do something about it. While picking up his friend Sarah from work one afternoon, he notices a sign for the city Mental Health Clinic. The next afternoon after school, he heads for the clinic and asks to see the director. After a 20-minute wait, he is ushered into the director's comfortable office and presents his case.

He states that the school is in desperate shape and needs a minimum of three or four full-time counselors and staff to help with the student drug problem. He says that the school counselor is overworked and doesn't seem to be aware of the seriousness or prevalence of the problem. Jordan points out to the director that if his agency is interested in social problems, they should work in the school. The director states that he is puzzled and wonders why Jordan has contacted him. His agency is not funded for that kind of counseling project. They rarely treat outpatients. They do counsel drug users, but usually adults, and only the chronic user with a severe problem.

Jordan responds that the situation at the school is more severe than many people would acknowledge. He stresses that if the school is a part of the community the agency should be willing to cooperate. Students are as important a part of the community as the adults, he says--why couldn't funding be channeled to them?

The clinic director suggests that Jordan contact the Community Clinic for counselors. Although the clinic's counselors are not certified therapists, they have worked

with students before. Jordan replies that counselors who aren't professionals wouldn't work in the school. "We have kids who really need help, and they need counseling from the best kind of professionals there are," he replies. The director finally suggests that perhaps one counselor could work one half-day at most. Jordan replies that one half-day is nothing in the face of the problem.

The two part and both agree to think more about the situation and talk the following week.

The next day Jordan calls a friend of his who has done some work with a group called the "Mind's Eye." Jordan doesn't know who they are, but knows his friend Tim was writing about drug use at one point. Tim says that the group had researched and written some articles about drug use in teenagers about two years ago and that some materials were "lying around" somewhere. He suggests that Jordan contact Liv Olson, director of the project, for more information, and says he'll be glad to tell her that Jordan will call. Jordan thanks him and calls Liv later. They agree to meet in several days.

Course 7 - The Community as a Problem-Solving Resource

Module 7.4 - Winning Agency/Business Support

Worksheet I-D 7.4.2

Participant Worksheet

Case II

Jordan Thomas, 30, history teacher and track coach at Winburn High School (2,000 students in a community of 390,000 in the midwest), has approached the high school principal to do something about the drug problem in the school. Thomas says students need counseling, and that the school also needs a drug education program for all students. At his request, Principal Gail Watson has gotten together a group of people (two students, the guidance counselor, Jordan, and a student's father--who is head of the local Lion's club and a lawyer) to discuss the problem and the resolution.

The group decides that something needs to be done and that community support is needed. They decide to investigate the possibilities of outside help. Watson heads up the "team." She calls the local health and welfare planning board to find out about outside agencies that might help in the problem. She is given a list of six agencies that "might have something to do with drugs." Watson calls the health and welfare agency back and asks for an appointment with their director. At their meeting, Watson gets pertinent information about each agency--what it does, how it receives its funding, and how many of its personnel are involved with drug-related cases. She notes all data and reports back to the "team" what has been discovered.

Based on the information, the team makes some decisions. After some debate, they clarify what they need. They decide they want (1) some kind of education program in the schools--and maybe just some help in setting it up--some kind of advisory team; (2) some kind of counseling available for students; and (3) the counseling to be voluntary and confidential.

Research on the agencies indicates this:

- The local mental health clinic seems to have about six counselors who deal with drug-related cases, although they are generally concerned with alcoholism in adults. They seem to have very limited services for outreach work--they prefer for clients to come to their offices. Their funding has just been cut, or is about to be.

- The community clinic doesn't seem to have certified therapists. They are willing to sponsor a program at the school and have worked with students before in setting up peer counseling and in doing group drug counseling.

- The third organization, the "Mind's Eye," has some funding for publications--although how much is not clear. They do have their own printing press and may have some printed materials that could be used as part of an educational program.

The team clarifies what they want. They decide to contact each organization and present a plan for consideration. The Superintendent of Schools, Norman Fell, contacts the directors at all three agencies and arranges appointments for the following week.

The next week, the members of the team and the superintendent approach the Mental Health Clinic. They present their problem to the director. They say they have a drug problem in the school and need some help in dealing with it. Fell points out that he realizes that the agency doesn't deal with school problems, but wonders if something can be worked out. Clinic Director Tom Kirsch says that they have no funding for such a project. But he has two suggestions. First of all, one of their counselors has worked with younger people and has some experience in crisis counseling. Maybe once a week, the counselor could meet on Friday afternoons with a group of students with severe problems--but he could offer no private counseling. He would be willing to offer services for six weeks. Secondly, a group called the Community Clinic has people who work with younger drug cases. Kirsch recommends they contact them. The "team" responds that they are in the process of contacting the Community Clinic and asks if on a short-term basis the Mental Health's professional counselor could work with school counselors and others to set up a program. Perhaps the first four Fridays could be used for organizational time. Then, the next four Fridays could be used for actually implementing the project. The superintendent then tells Kirsch that if they can come to some kind of agreement to clearly establish a program he would approach the school board and see if funding is available to pay for one counselor's salary for one half-day a week. The director replies that if the school will fund the counselor for one half-day, the clinic would probably be able to pick up another half-day's salary for the counselor. He says he'll have to recheck their funding allocations.

The two parties leave the meeting and agree to think more about the discussion and talk within the following week.

Next the "team" contacts the Community Clinic. Several counselors at the clinic meet with the school team. The clinic counselors are not certified therapists, which concerns the principal and superintendent. They wonder if the counselors are knowledgeable and competent. The counselors say they are willing to work in the school but demand some autonomy in their work. They want all counseling sessions to be confidential--no one keeping records of who attends or who doesn't. No administrators can be present at the sessions. They will deal with the administration directly. They ask what kind of funding they might receive from the school, and what else they might gain if they decide to become involved with the project. The superintendent says that he is not sure what kind of funding could be offered, but says that the clinic's credibility would be raised by working with the school. They agree that before beginning any work together they would clearly clarify their arrangement.

The "Mind's Eye" group is contacted. The "Mind's Eye" says that they have a printing press and drug-related information, but can't afford to just give away their materials. If paid for their materials, and labor, the group agrees to work with the school. Jon Adams, the lawyer of the team, volunteers to try and get funding from the Lion's club for the project. In addition, he notes that a good friend of his in the Kiwanis club may be interested in helping out also. Their meeting ends and both sides agree to talk in a week.

Course 7 - The Community as a Problem-Solving Resource

Module 7.4 - Winning Agency/Business Support

Background I-D 7.4.3

Background Materials

School-Community Cooperation:
Oakland's Adopt-A-School Program

(See Attached)

SCHOOL-COMMUNITY COOPERATION: OAKLAND'S ADOPT-A-SCHOOL PROGRAM

SUMMARY

Adopt-A-School programs are models of school-community involvement and cooperation in which businesses, organizations, and industries adopt schools and contribute funds, personnel, or expertise to those schools for programs, projects, and services. Through such support and input, schools gain programs and services they would not otherwise have and are enabled to continue to grow, change, and provide students with the kinds of curriculum and growth-producing learning experiences they need. Faculty and students experience fresh viewpoints, ideas, and concepts and gain links with the world outside the classroom. Adopt-A-School programs are operating successfully in several communities across the country, including Oakland, California, Boston, Massachusetts, and Dallas, Texas. This bulletin highlights the Adopt-A-School program in the Oakland Unified School District and suggests programs, projects, and services that businesses, organizations, and industries might offer to schools.

THE PROBLEM

Today's schools often need a greater range of services and programs for their students than they are able to provide. Many schools are faced with budget cuts and fewer faculty and find it difficult to maintain and create a learning environment that is exciting, challenging, and responsive to their students. Without such an environment, and community input and support, schools may become isolated from their communities and unable to provide needed learning and growing experiences for their students.

THE SOLUTION

In the Adopt-A-School program in Oakland's Unified School District, businesses, industries, and organizations work in and with schools and provide funding, projects, personnel, and expertise to establish programs or offer services that the schools deem necessary. Involvement ranges from corporate contributions to total sponsorship and initiation of programs. Businesses support schools financially or offer skills and expertise that are unique--and needed in the schools.

Oakland began its Adopt-A-School program during the 1975-76 school year. The program, promoted by the school district superintendent and advertised by the local chamber of commerce and the school district director of community relations, continues to grow each year as more businesses and organizations become involved.

The procedure used in the Oakland School District is as follows. After a business or organization has expressed interest in adopting a school, and a school has been chosen, a representative from the superintendent's office, the principal of the designated school, and top managers of the business or organization meet to discuss

ways to assist the school. Representatives from the business or organization visit the school and select a project; a proposal is submitted to the school with a tentative budget and a memorandum of understanding; and the project gets underway. A representative from the school works continuously with the business or organization during the project's development, initiation, and practice to ensure that the program is working well.

Criteria set up by the Oakland School District for an adoption are that--

- An existing program is not duplicated
- The program is based on the needs of the school
- The program fits into the learning goals and planning objectives set by the district
- The company agrees informally to commit itself to the program for at least 3 years for the sake of continuity in the schools.

Over 20 private companies are now involved in the Oakland Adopt-A-School program, including Crown Zellerback, IBM, Pacific Telephone and Telegraph, Kaiser Aluminum and Chemical Corporation, Clorox, and Bank of America.

The Clorox Company adopted Castlemont High School in 1977. Castlemont, the largest high school in the district, is located in a low-income neighborhood with pervasive social problems--high unemployment, many families on welfare, and students with poor reading skills. After discussions with school representatives, Clorox developed a two-phase program concentrating on reading skills development. In the first phase a remedial reading program was developed for 100 high school students whose reading levels were at the second or third grade. Clorox purchased the materials and equipment needed for the classes and also funded two 3-hour-per-day assistants for the program. (This was in addition to the school's two regular reading specialists.) During the first semester of this intensive program, students in the three remedial reading programs gained an average of 11 months in their reading capabilities.

The second phase of the program was a library improvement project. The Clorox Company held a book drive among employees and contributed all books to the library. All complimentary magazines sent to the company were forwarded to the school, and Clorox also provided funds for new books and periodicals.

To encourage regular attendance and reward reading improvement, Clorox offered gift certificates as incentives. A $10 gift certificate from a local record shop was awarded to the student with the greatest reading score improvement over the previous month. Other gift certificates were awarded for perfect attendance.

In 1977 Clorox contributed $13,500 to the program, and in 1978 the company raised its contribution to $25,000.

Kaiser Aluminum and Chemical Corporation formed a partnership with Oakland High School. Kaiser surveyed the needs and facilities at the school and decided to concentrate on an individualized reading and math skill improvement center. An unused surplus classroom was transformed into a dazzling electronic display of

Kaiser-supplied teaching resources and named "The Force" by the students. Equipment provided included tape recorders, film viewers, filing cabinets filled with an array of diagnostic tests, and individualized remedial materials. Students were programmed into The Force every period of the day to work on individualized assignments, supervised by the center's reading teacher, its math teacher, and several full-time assistants. Some of the students are now working as "peer" tutors to other students. These tutors, and other students who make outstanding progress in the center, are further rewarded with part-time jobs at Kaiser after school or during vacations. Kaiser has also donated tickets to cultural and sports events and sent its own employees to lecture and teach.

Kaiser Permanente Medical Care Program, a health care program servicing over 7 million members in California, also works with Oakland's Adopt-A-School program. In a "4-4 program" students work at the facility 4 hours a day performing menial jobs for minimum wages, and attend school 4 hours a day. Jobs last one semester or a year. A summer youth program, which begins with extensive orientation meetings and ends with evaluations of the program both by students and supervisors, employs students full time for 3 months in all kinds of work in the facilities. Representatives of Kaiser's Education and Training Department visit Oakland high schools to orient students to careers in the health field--both professional and administrative--and discuss the various professions and supply students with union contracts delineating salaries, benefits, and working conditions.

Saint Luke's Society, an organization of doctors and ministers in the Oakland area, has also worked with students. Students "shadow" doctors in the hospitals and their offices and ministers in their calls and visits in order to learn more about these occupations.

RESULTS

Businesses, organizations, and industries that participate in Adopt-A-School programs offer projects, services, and funding that schools would not have otherwise. Program results are both tangible and intangible. Where reading skills classes have been promoted, student reading ability has often risen dramatically. Students who were apathetic, passive, and uninterested in books now use the libraries, attend classes, and are generally enthusiastic. Because students are not as fearful or angry, there is less vandalism. Students and teachers are happier, morale is higher, and the environment is safer and more conducive to learning.

REPLICATION ISSUES

In planning for Adopt-A-School programs, which may be implemented in any school and its community, it should be noted that there are four major kinds of contributions that businesses, industries, and organizations can make:

- Funding--Businesses and organizations can contribute funds to a school for all kinds of projects the school could not afford otherwise (for example, a new reading lab, or computer equipment).

- Projects--Community leaders can work with school personnel to develop new projects for the students (for example, classroom or club projects).

- Personnel--Businesses or organizations can provide personnel to lecture, assist in program development, or work as consultants (for example, a businessman can teach an economics course or a business course).

- Expertise--Businesses or industries can lend their expertise to schools in developing new programs and new projects. (An engineer can advise faculty on suitable courses for students.)

Other specific projects for community involvement suggested by the Oakland Unified School District include--

- Student tutoring--Businesses or organizations can grant employees release time to tutor students. (This can be in remedial math or reading, or involve new subjects--economics, psychology.)

- Resource persons--Businesses or organizations can provide speakers for classes, assemblies, or special programs.

- Cultural events--Businesses can sponsor field trips or tours to cultural events.

- Clubs--Businesses or organizations can sponsor clubs--book, art, foreign language, cooking, research--which are related to the curriculum.

- Apprentice programs--Businesses or organizations can place students as interns or apprentices. (Students have worked in offices, labs, hospitals.)

- Career development--Businesses or organizations can participate in career development curriculum or work to develop career days.

- Maintenance--Businesses or organizations can support students to maintain or renovate school property.

- Incentives and awards--Businesses can provide prizes, certificates, plaques, and other awards for schools and/or students for outstanding accomplishments.

- Staff development--Businesses or organizations can provide inservice education to staff in areas of expertise--management training, economics, computer instruction, business education.

- Special projects--Businesses or organizations can support innovative activities they deem important--a reading or math lab.

Because businesses and individuals who devote their resources to school programs need and deserve to have the results of their efforts measured and publicized, a suitable method of measuring results and making them available should be part of every community involvement plan.

REQUIRED RESOURCES

Each school must survey its needs and identify community resources to fill them. The resources which the school can donate to this program include the planning and coordinating time of the staff person who organizes the Adopt-A-School program as well as the use of space and equipment.

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Course 7 - The Community as a Problem-Solving Resource

Module 7.4 - Winning Agency/Business Support

Background I-D 7.4.4

Background Materials

Resistance to Change

Resistance to change is normal and natural. Social institutions, schools, businesses, governments, and personal lives are stabilized by not changing, by maintaining a constantness--the status quo. The following material focuses on some of the motivations and reasons why people and organizations are resistant to change, and find it difficult.

1. Change is resisted by force of habit--Humans are creatures of habit. The time we get up, the way we dress, the route we take to work, where we carry our money, the place we sit in meetings or at home--all are habitual behavior. Changing any of these habits makes us uncomfortable. Routine seems safe, known. If by demand or circumstances, we are forced from habit, anxiety results.

2. Change disturbs what is regarded as normal--What is customary, what is old (the "good old days", "the old-fashioned way") are assumed to be "normal" while change is deemed "abnormal." The status quo is protected because it represents a known norm with which we can deal. Organizational norms are accepted as "the way we do things here" and are interpreted as tried and true simply because of their existence.

3. Change may increase or decrease workloads--People are often stressed by the idea of taking on a greater responsibility--or losing a responsibility they already have.

4. Change may be perceived as an admission of failure or the judgment of inadequacy--A new procedure which could save money can be resisted because making the change would appear to be an admission that money is now being wasted. Training is resisted because acceptance seems to be an acknowledgement of ignorance. The advocacy of change takes on the weight of an indictment that "something is wrong."

5. The reasons for change may be unclear, or misunderstood--Motivation for change may be suspected. An assumption can be made that the advocate of change would benefit inordinately from the change. Some changes which might be given superficial or "professional" acceptance are resisted because they conflict with personal attitudes or goals. The police officer may resent some service duties as being "social work." A change may interfere with an opponent's desire to press for some other change.

6. Change can be resisted for its ripple effect--Change at one level may require changes at other levels--increased budget, more personnel, training, approval of authority figures, new policies or procedures, amended legislation.

7. Changes can represent a challenge to authority--Change sometimes is perceived as an invasion of "turf," which could mean loss of control by an authority figure. Change initiated from outside may infer to a resister that "somebody is trying to tell me how to do my job." The "good guy" privileges of a leader may be diminished by change, robbing him or her of the opportunity to dispense rewards. For example, the school may be leary of hiring outside counselors to work with students.

8. People may feel powerless to make changes--Traditional and bureaucratic organizations are perceived as immovable and hope for change is useless. A sense of impotence comes when accountability for change rests upon vague, faceless forces--"They ought to do something about it." The anonymous community, public, or "society," is held responsible for lack of change, such as in the view that "people get the kind of government they deserve." These statements represent a sense of powerlessness.

BACKGROUNDS OF INTERAGENCY COORDINATION: A WORKING PAPER

Students come to schools with a wide variety of needs, many of which are not met by school systems. Consenses ends with that statement. Is it the school or the community which is responsible for dealing with the psycho-social needs of students? If the community has the obligation to provide such services, is that obligation discharged by the establishment of social service agencies? If the responsibility lies with the school, is that obligation dischaged by identification and referral of those children in need of services to appro-- priate agencies? Statewide Youth Advocacy Inc. asserts that such separation is ineffecient and unrealistic; school and community are inextricably interwoven and only by the cooperation of both sectors can the full range of students' and families' needs be met.

This paper argues that social services can be most economically and effectively provided to students in their schools by community based social service agencies. The paper discusses the barriers which prevent community agencies from working in the school, the political, methodological, and organizational differences. The paper also analyzes the prerequisite for successful implementation of interagency coordination and suggests procedures to assure its widespread acceptance.

The Need for Interagency Coordination

Educators and youth workers are aware of the correlation between failure in school and disruptive or delinquent behavior in and our of school. Vandalism, violence, drug and alcohol abuse and all other forms of disruptive and anti-social behavior are not unique to the schools. Rather, these are common problems. The schools and communities do not provide the appropriate level of assistance to those students most in need of support services -- the truants, the discipline problems, the academic underachievers and the potential dropouts.

Schools are overwhelmed by the problems of their communities. The schools' funding sources are not sufficient to provide both traditional educational and supportive social services. Schools are then placed in the untenable position

of having to choose between the lesser of two evils: providing support services to disaffected students or traditional (curricular) services to the majority of students. If schools ignore the needs of the disaffected, the disruptive behavior of some students can seriously affect the climate and atmosphere an entire school and community. Not only are the disaffected students denied access to education through suspension and expulsion procedures, but also the entire student population becomes subject to harsh disciplinary codes. Inevitably, as the schools' climates change, there are the potential losses of activities that have traditionally made the school/community experience an important part of the maturation process for American youth. The loss of these activities can lead to a sense of isolation and alienation, as opposed to a sense of community and belongingness. If schools and community based agencies work together to address these problems, then the educational, emotional, and psychological needs of students can be met.

The goals of interagency coordination are to get services to children in the place they are most likely to be - school. If the agencies reach and deflect the disruptive and alienated youth, the teachers will be able to do that which they want to do most, teach. The students will have someone to whom they can turn when they need help; a friend to assist them and react to their unique problems; an adult whose job it is to think about individual students and all the problems that they bring to school from home and the outside world. The community based worker can help create the caring environment documented as lacking in many schools by Failing Students - Failing Schools (SYA: 1978, pp. 26-28). This need for a sense of caring was cited by many dropouts as a vital factor in their decision to leave school. Also, agency workers are tuned in to the host of social services that exist in their communities to help students and families.

INTERAGENCY COORDINATION

Recently, there have been some successful efforts at interagency coordination, whereby schools and social service agencies work together to reach students typically overlooked by harried and overworked school district support-staff members - guidance counselors with three hundred or more students to counsel and school social workers and psychologists with three or four or five schools to cover.

Economic Benefits

The economics of interagency coordination should make that effort very attractive to both schools and social service agencies. It provides for the efficient delivery of services to youth by utilizing the vast array of available community resources in the most effective manner. Typically, community-based social service agencies are financed from a variety of sources: local and state departments of social services, foundation grants, United Way Agencies, state Divisions for Youth, mental health and crime prevention agencies, HEW, DOL, etc. School systems, on the other hand, receive the vast majority of their money from two sources: local property taxes and state-aid formulae. Some school programs have been financed by federal and foundation grants, but these programs are either categorically defined or of short duration (demonstration projects) and do little to change the basic processes by which students receive support services.

Economic benefits to the district which could result may develop out of the following situations: counselors employed by the social service agency do not become part of the school district teaching staff and, therefore, are not entitled to the benefits of tenure, the various retirement provisions of the school benefits package, health insurance, etc. Most significantly, the counselors do not impose a long-term financial obligation and cost on the district. Should the need for a particular service diminish, the agency representatives would no longer provide services, without any serious financial impact on the district, or for that matter, on the individual

counslors since they would be moved to another school where the problems with which they are trained to deal may continue to exist.

There are many economic benefits which can accrue to both social service agencies and the school district involved in interagency coordination. These advantages can be demonstrated by a hypothetical example. Since agencies have a client-staff cost ratio that is generally less than the school districts' per-pupil cost ratio, a great saving can result to a school district interested in expanding its level of support services by means of community-based social service agencies. If there is drug-counseling money available from a state agency to be used in local communities, and a community-based social service agency applies for these funds to serve a school-age client population, the per-client cost will be less than if the school district took on a drug-counseling program. Since agency overhead is generally less than that of shcools, and the salaries for trained professional youth workers and social workers are lower than salaries for comparable school district personnel, more clients can be served.

Drug counseling is a prime example of the far-reaching benefits of interagency coordination. If drugs are a problem in a community, the drug workers can counsel clients outside of the school population and have an overall, positive impact on the school climate - since one can assume that the drug sellers and users come from both the school population and those young people no longer part of the school community. Drug counselors can provide services year-round rather than only during the time when school is in session, having a potentially greater impact in the community than counselors who are there for only the school year.

Furthermore, the drug counselors have a specific mission

to accomplish. Their jobs are clearly delineated and focused. Their activities are such that they should not be distracted from performing their prescribed activities by the myriad scheduled changes, testing procedures, and other details which constantly confront guidance counselors. Nor, as is the case with school social workers, must they undertake extensive, diagnostic and social history write-ups and discussions with parents in order to facilitate referrals to outside social service agencies, which only then can provide the direct services. Most school social work is of an intake nature rather than direct treatment. This condition exists because of the inordinately high case loads of school social workers. The important point in this example is that the service gets to those who need it - with a minimum of interference.

In order to finance their activities, community-based social service agencies are placed in the position of competing against other agencies for funding. Agencies must annually demonstrate to their funding sources that they are meeting their obligations and continuing to serve efficiently the designated client population. This funding system should assure flexibility and responsiveness on the part of the community-based social service agency.

In sum, the economic-benefits arguments for interagency coordination are far reaching; a greater variety of services can be provided to youth within schools if outside agencies are utilized to their fullest. This additional service delivery need not cost the school system more money. The agencies with access to a wide variety of funding sources have the capability of providing services at a lower per-client cost than the schools, and, finally, if the direct delivery of services in the schools by outside agencies helps reduce dropout rates, additional state aid for these students can enhance the financial

base for the district.

Furthermore, it should be pointed out that if interagency coordination reduces school or community vandalism, a saving has occurred. If more students have access to the benefits of education, graduate from high school, get better jobs, and do not become part of the welfare dependency cycle, additional economic savings and benefits can be attributed, albeit indirectly, to interagency coordination.

Barriers to Interagency Coordination

If the economic arguments are sufficient, one must ask why there has not yet been more cooperation between more communities and schools. It is important to explore why most of the examples of interagency coordination exist on an ad hoc basis, school-by-school, rather than on a district or statewide basis. There are few instances of boards of education in urban, suburban or rural districts taking the initiative and openly encouraging this coordinated activity by means of a specific policy statement. Therefore, one must analyze the methodological, political and organizational barriers to the widespread acceptance of interagency coordination.

Methodological Barriers

The methodological barriers are rooted in the differences between teaching and social service agency techniques. Although schools have a multiplicity of goals, their overriding objective is the transmission of information.

In addition, the schools serve a broad spectrum of clients: from those incapable of consuming their services to those who are insatiable in their demand for service and for whom they are inadequate. Within this vast range of demands for service, schools try to serve a middle ground, hoping that in so doing they will satisfy as many clients as possible.

Their problems are compounded by the inability of some children to adjust to the school structure or setting. Those children whose special needs place them outside of the mainstream of students may be only a small segment of the population in some schools; they may be a significant segment in others. Some school people ask: How far should school systems go in expending their resources to service the needs of disaffected students? This question implies that such expenditures divert resources from willing and eager clients. However, when the schools to not meet the needs of the disaffected, the schools fail both the children and the society at large.

On the other hand, community-based social service agencies are designed to deal with those people who do not fall within the mainstream. They are not concerned with the well-adjusted or "normal" person. They are prepared to deal with the abnormal, rather than the normal, client and, moreover, their procedures and methodology are highly focused and individualized. Further, social service agencies are reactive in nature.

Success, for social service agencies, is viewed over the very long term and can be interpreted in a variety of ways. School districts must show a particular level of achievement on reading scores, standardized tests, college acceptances and job achievement on the part of their students or incur the wrath of parents and state agencies. Success for a social service agency is determined quite differently. If an agency can show that, as a result of its intervention, a very maladjusted child has become somewhat less maladjusted or perhaps has moved into the bottom range of "normality," it may be possible to say success has been achieved.

Political Barriers

Given this divergence in methodology, it is not surprising that there are abundant political barriers to effective interagency coordination. The most significant of these rest in the

diverse constituency from which the two systems draw their bases of operation. School districts have a clear mandate from a defined constituency on their role within the community. They exist as an extension of the state, since education is a state-mandated service. Boards of education and their policies are subject to voter approval. As agents of the state government, schools are subject to the scrutiny and requirements of state education department rules and regulations. They are provided the ongoing resources from local property taxes and state-aid formulae to address these tasks. If the policies of a board, or the management technique of an administration, are not in keeping with the desires and values of the residents of a particular community, they can be voted out of office (albeit a difficult and time-consuming process) and replaced with a board and administration more attuned to the needs and wishes of the voters.

Social service agencies, conversely, are not subject to this extreme scrutiny. It is true that they are responsible to boards of directors, trustees, funding sources and clients. However, other than voluntary professional accreditation, there are few criteria by which social service agencies are judged. There are no standardized tests by which they are evaluated and success if judged by highly-subjective, qualitative and incremental achievements over a very long period of time.

In addition, social service agency success may be measured by numbers of clients served (quantitative rather than qualitative measures). Funding success may be more the result of the political accuity of the executive director than the efficacy and long-lasting consequences of the specific counseling techniques used by the social workers and counselors.

Organizational Barriers

These diverse methodological and political bases lead directly to problems surrounding the organizational structure

of the two types of systems. In the past, school district administrators and building-level administrators have been loath to allow "outsiders" into their buildings for fear of losing "control" over the activities for which they believe they are ultimately responsible.

The question which immediately arises is, of course, to whom (within the school) would the community-agency staff member report if an outside autonomous agency began functioning in the school? The principal would no longer have control over all activities going on in the school. The recognition of the school's loss of total control over activities within it has been a serious barrier to the delivery of services by outside agencies. If these concerns are not specifically addressed by the schools and the agencies, coordinated action is doubtful.

Social service agencies and community people have frequently criticized school policies and practices without understanding the political and financial pressures to which schools are subject. These criticisms force schools to adopt defensive postures and withdraw from interacting positively and openly with their communities.

This withdrawal has created a wary attitude by staff members of both systems toward each other. School people tend to think of agency staff members as "unprofessionals." Agency people think of school teachers and administrators in stereotypical, bureaucratic, terms. These misconceptions are generated, to a large extent, by the lack of congruence among the various licensing procedures to which agency people and school personnel must adhere.

This lack of compatability in certification is not a minor point. Teachers and administrators are subject to specific certification procedures developed by state education departments

based on a prescribed amount of coursework and testing. Agency staff are not subject to the same degree of scrutiny (although they usually have bachelors or masters degrees).

Agency staffs are more subject to "burn out" and have a higher turnover rate. This turnover makes school people, who tend to be concerned with job security and tenure, uncomfortable. However, one must understand that social workers, et al, are dealing with highly-disturbed children and may need to change jobs more frequently to "survive." School teachers, given the vast array of "types" of children with whom they work, as well as a generous vacation time and relatively shorter working hours, may retain their sense of proportion for a longer period of time. Again, these may be merely stylistic issues, but they are fraught with the potential for great mistrust, as systems attempt to mesh. After all, how can "they" be professionals, a school person may ask, if "they" have only remained in their jobs for six-month intervals? Alternatively, how can "they" really be concerned about children, when all "they" want is the good vacation and job security?

Along with these issues of turnover and licensing, there is also the question of life style. Looking at the systems from the outside, these issues may appear trivial, but to individuals working within the framework of their organizational structure, these are not small matters. Budget cuts and declining enrollment combined with unionization have created a strong , stable , middle class teaching profession. This differs from the younger, more transient, frequently more "counter-culture " youth worker and counselor profession.

Successful School Based Program Models

It is important to review and assess the variety of approaches and models by which interagency coordination has occurred. All of these approaches require re-thinking, reorientation, and a willingness to take risks, on the part of both

the social service agencies and the school districts. Social service agencies must become outreach agencies, actively seeking their clients, instead of simply reacting and receiving clients as a result of referrals from other agencies or self-referral by clients.

The schools, in turn, may no longer continue to act as if they were the only youth-serving agency in the community with total responsibility for their clients. It must be made clear that when schools ask for community participation in the resolution of problems, this is not an admission of failure. Rather, it is an acknowledgement that school problems are rooted in the community and require the utilization of community resources. Schools should not expect - or be expected - to have the resources necessary to meet all the needs of all the children.

There are a variety of successul program models which have been effective in the integration and delivery of services. Among these successful models are:

1. peer counseling
2. art, dance, music, and drama therapy
3. group counseling
4. traditional individual client counseling
5. family therapy
6. remediation tutorial activities

The success of these approaches is based primarily on the flexibility and the cooperativeness of teh staffs from the integrating systems. These two factors, along with strong training, evaluation and education components and a well-developed support system from the agency to its workers in the schools, help to assure the successful delivery of services.

Furthermore, those agencies which operate successful programs in schools are always aware of their position as "guests" in the host schools. The agencies are cognizant of the multi-

ple agenda and political nuances within the schools and of the unique position of the school in the lives of its clients.

The atmosphere and environment of the schools in which community-based agencies are functioning engender positive (or at least not negative) feelings among the youth workers and the school staff. Community based workers are viewed as complementary - never supplementary - to the teaching staff, helping to assure that all students in the school setting have access to the benefits of the educational system.

Future Directions

A great deal of work remains to be done to assure the continuation and expansion of the movement to open schools to social service agencies. The following services are generally lacking to schools and agencies and need to be developed:

First, the schools and agencies need to be made more aware of the philosophy, methodology, goals and benefits of interagency coordination.

Second, successful models of interagency coordination should be described to gatherings of policymakers, administrators, and agency staff.

Third, the economic cost-benefit arguments should be developed for funding sources.

Fourth, technical assistance should be provided to schools and agencies interested in expansion of their support services.

Fifth, mechanisms must be created by which the staffs of community-based social service agencies and school districts can engage in ongoing dialogues.

Sixth, there must be evaluation of both the short-term and long-term effects on participants (students, teachers, agencies, and communities) of interagency coordination models and efforts.

INTERAGENCY COORDINATION

Coordination among agencies is not a panacea for society's ills. It is, however, one way in which efficient utilization of community resources can bring more and better services to troubled youth. It is a worthwhile goal that has the potential for accomplishing great social good.

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Course 7 - The Community As A Problem Solving Resource

Module 7.5 - School/Community Links: The Juvenile Justice System

Module Synopsis

Purpose

This module addresses the possibilities for interagency coordination between the schools and the juvenile justice system, or one of its components. Minilectures provide an overview of the juvenile justice system and discuss reasons and motivations for interagency coordination. Examples of interagency programs are presented, and participants have an opportunity to identify regional issues and share knowledge of local programs.

Objectives

Participants will be able to--

1. Identify the components of the juvenile justice system
2. Describe the basic elements of the juvenile justice process
3. Provide examples of programs which utilize interagency coordination efforts between the juvenile justice agencies and the schools
4. Explain the advantages of interagency programs.

Target Audiences/Breakouts

This optional core module is presented at the operational level and should be of greatest interest to administrators responsible for policy decisions and program planning. Participants with more advanced experience with programs for interagency coordination will be asked to share illustrations of how their programs operate.

Course 7 - The Community As A Problem Solving Resource

Module 7.5 - School/Community Links: The Juvenile Justice System

Module Synopsis (continued)

Media/Equipment

Pointer
Overhead projector
Screen
Flip chart
Felt-tip pens

Materials

Transparencies

7.5.1	The Juvenile Justice System
7.5.2	The Juvenile Justice Process
7.5.3	Motivation for Interagency Programs
7.5.4	Interagency Coordination: Police/School
7.5.5	Interagency Coordination: School-Court/Corrections
7.5.6	Interagency Coordination: Multiagency

Participant Worksheets

7.5.1	Worksheet I: Problem/Issue Identification
7.5.2	Worksheet II (Optional): Strategy Identification
7.5.3	Worksheet III (Optional): Identification of Organizational Consequences

Trainer/Participant Background Material

7.5.1	Juvenile Justice Process
7.5.2	Juvenile Justice Glossary
7.5.3	Summary of Course Lecture

Trainer Background Material

7.5.4	Programs and Strategies
7.5.5	Article: "On Patrol in the Blackboard Jungle"

Resource Materials (also included in Trainer Background)

R7.5.1	T/A Bulletin, Building School-Court Cooperation: The Berrien County Model
R7.5.2	T/A Bulletin, The Officer Friendly Program

Bibliography

Juvenile Justice System Bibliography

The Juvenile Justice System

- Law Enforcement
- Courts
- Corrections

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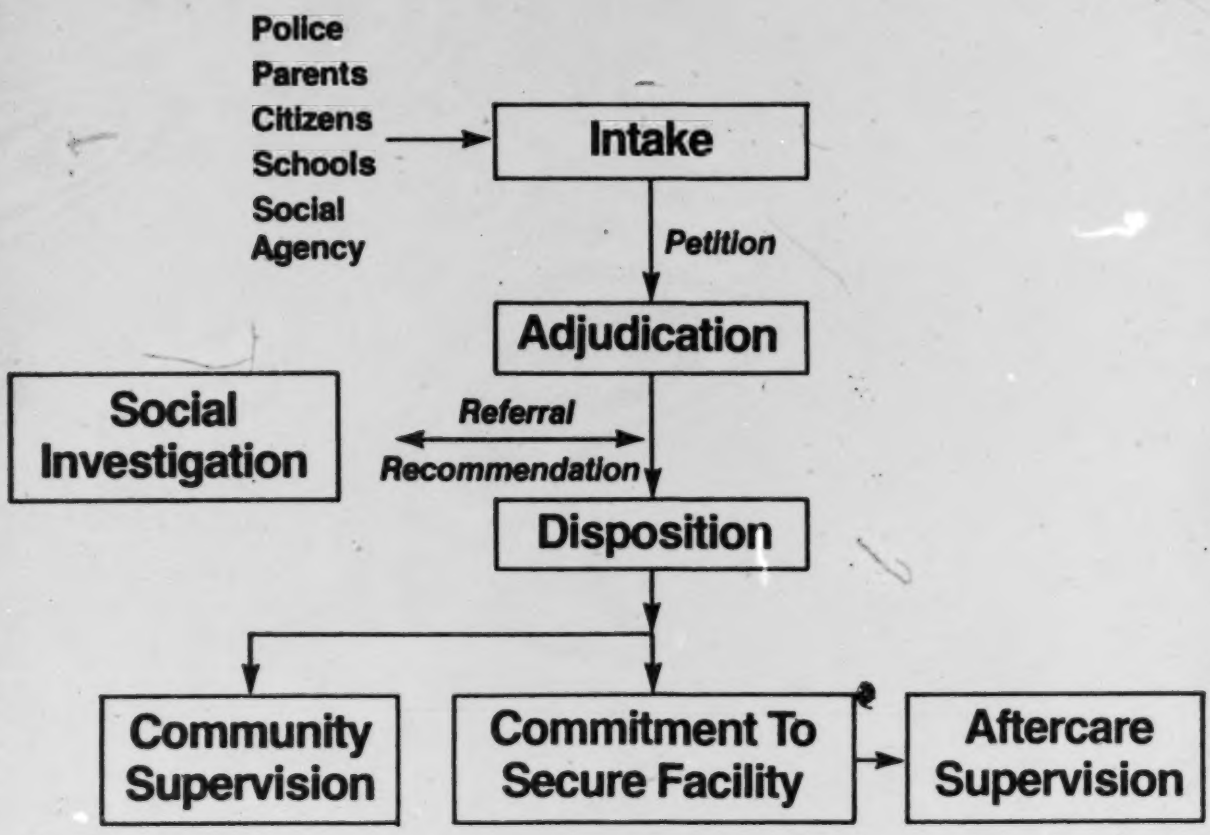
The Juvenile Justice Process



Motivation for Interagency Programs

- Conserve Resources
- Changing Social Needs
- Unmet Urgent Social Needs

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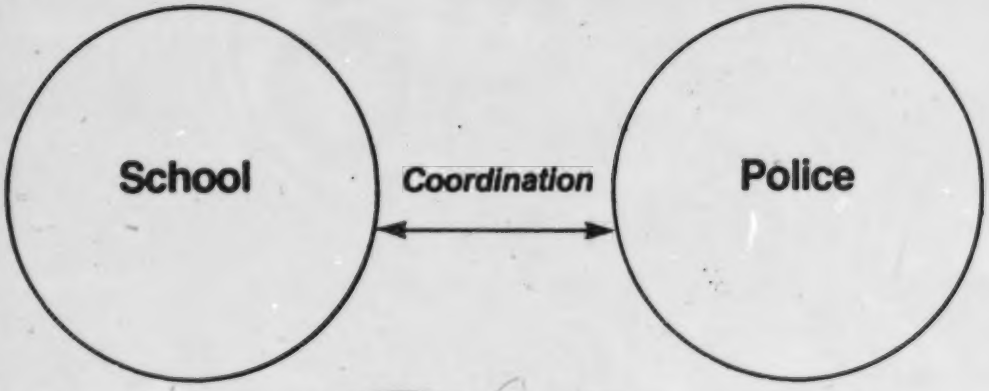
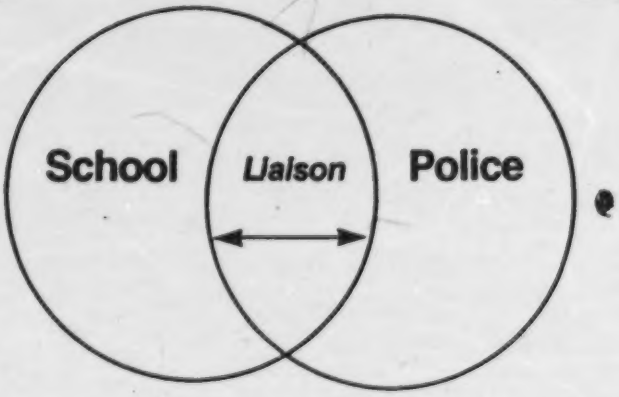
Interagency Coordination

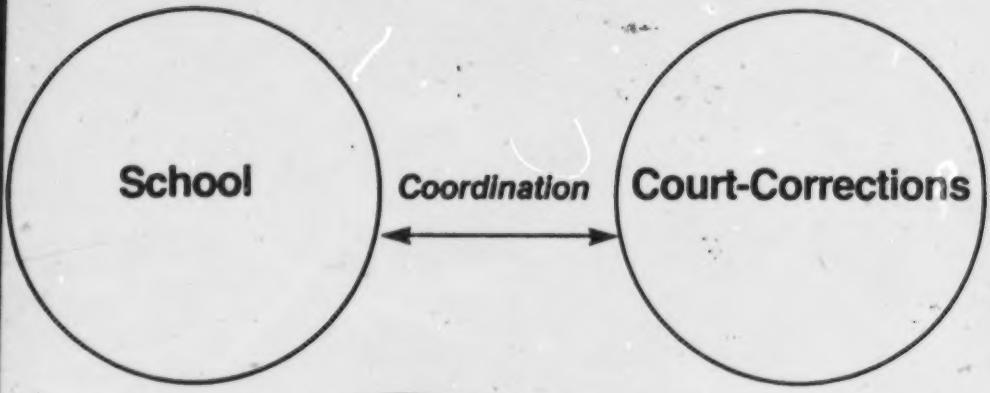
School/Police

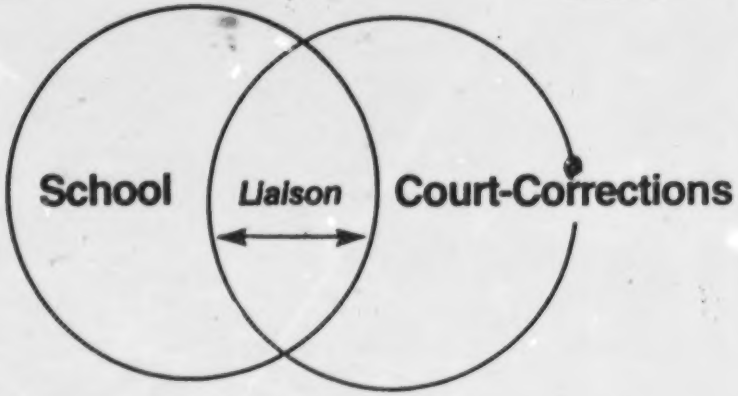




Interagency Coordination

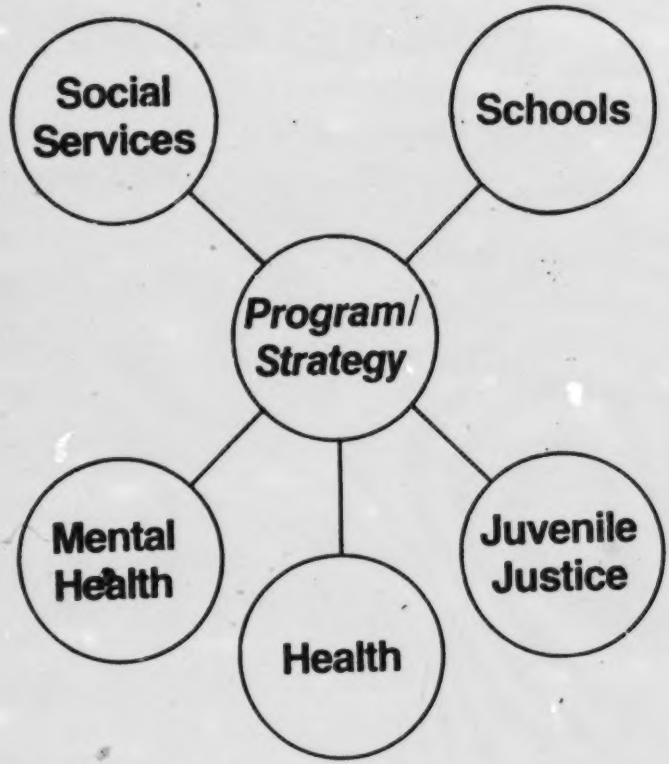
School/Court-Corrections





Interagency Coordination

School/Multi-Agency



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Course Agenda by Module

Course 7 - The Community as a Problem-Solving Resource

Module 7.5 - School/Community Links: The Juvenile Justice System

Total Time 1 hour

Module Summary

This module addresses the possibilities of interagency coordination between the schools and the juvenile justice system or one of its components. Examples of interagency programs will be presented with an opportunity for participants to identify regional issues and to share knowledge of local programs.

Activity/Content Summary	Time
1. Introduction Trainer addresses the possibilities for interagency coordination between the school and the juvenile justice system.	5 min.
2. Overview of the Juvenile Justice System Participants identify relevant components of the juvenile justice system and review reasons and motivations for interagency coordination between the school and the juvenile justice system. A. Components of the Juvenile Justice System B. The Process of the Juvenile Justice System C. Reasons for Interagency Cooperation D. The Motivation for Interagency Programs	15 min.
3. Programs and Strategies for Developing Interagency Coordination Illustrations of programs designed to facilitate interagency cooperation are discussed. A. Interagency Coordination: Police-School B. Interagency Coordination: School-Court/Corrections C. Interagency Coordination: School-Multiagency	15 min.

Activity/Content Summary	Time
4. Identifying Local Problems and Interagency Programs Participants identify and share local problems in which the school and the juvenile justice areas might cooperate. Possible strategies are discussed.	20 min.
5. Wrap-Up Trainer discusses the advantages of interagency coordination efforts.	5 min.

Materials/Equipment	Sequence/Activity Description
	1. Introduction (5 min.)
Background Material 7.5.3	Trainer should make the following introductory points: o This session addresses the possibilities of interagency coordination between the schools and the juvenile justice system--in full awareness of the fact that most educators give the courts (the major component of the system) a vote of no confidence. (Trainer may refer to Background Material 7.5.3, Summary of Course Lecture.) o In the current period of economic need and great social change, new solutions and methods must be tried to solve mutual problems. o Understanding common goals and needs can help the juvenile justice system and the schools work together efficiently and cost effectively.
Overhead projector Screen pointer Transparency 7.5.1	2. Minilecture Using Transparencies: Overview of the Juvenile Justice System (10 min.) A. Components of Juvenile Justice System Show Transparency 7.5.1 and make the points below:

The Juvenile Justice System

- Law Enforcement
- Courts
- Corrections

Materials/ Equipment	Sequence/Activity Description

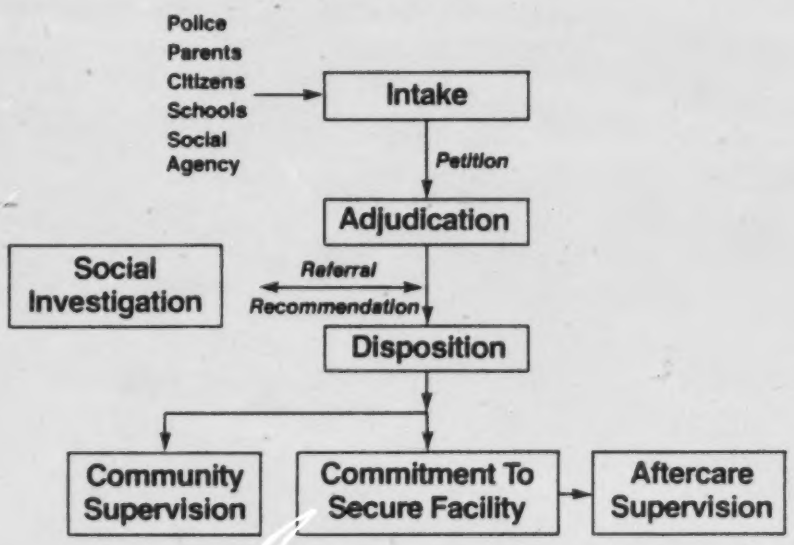
- Law enforcement--refers to all police services.
- Courts--includes the judiciary, public defender, and prosecuting attorney.
- Corrections--encompasses probation, parole, and juvenile institutions.

Transparency 7.5.2

B. The Process of the Juvenile Justice System

Show Transparency 7.5.2 and review the process briefly. Ask participants to identify the points at which schools can connect with the juvenile justice system. Trainer should highlight the points below.

The Juvenile Justice Process



- Entrance of a juvenile into the juvenile justice system can result from the referral of any of the following sources: police, parents, citizens, a social agency, or the schools.
- As the juvenile justice process proceeds from intake through adjudication, social investigation, and judicial disposition to a period of community supervision or commitment to an institution, and finally to a probationary or aftercare stage, the schools can be involved:

Materials/ Equipment	Sequence/Activity Description

- Intake--When a crime is committed on school property
- Adjudication--School personnel may testify
- Investigation--School records and recommendations are involved
- Supervision--Many schools are developing alternative programs for adjudicated youth
- Probation--Many schools now have in-school probation officers.

o Rarely is the juvenile justice process as simple to chart as this. The juvenile justice system is typically a complex network of the unorganized and unsystematic operations of many public agencies.

Background Materials 7.5.1 and 7.5.2

o A more detailed example of the juvenile justice case process and a glossary of juvenile justice terms are included in Background Materials 7.5.1, Juvenile Justice Process, and 7.5.2, Juvenile Justice Glossary.

C. Reasons for Interagency Cooperation

Trainer should make the following points:

o Why should systems, such as the school and juvenile justice develop formal and informal interagency communication?

o Schools are attempting to develop strategies and programs which can help reduce violence, vandalism, and patterns of delinquency; therefore, problems of prevention and control are no longer the exclusive concern of the juvenile justice system.

o However, the relationship between the school and the juvenile justice system is characterized more by isolation than by common purpose.

o Schools relate to the juvenile justice system in many ways. If school-juvenile justice relations are cooperative, both can benefit through increased information and smooth procedures.

o Violence and vandalism in the schools are increasing--and schools need all the assistance they can get. Moreover, recent court decisions regarding status offenders place greater responsibility on the schools.

Materials/ Equipment	Sequence/Activity Description

(NOTE: Trainer should define status offenses if necessary and point out tendency not to adjudicate such age-related offenses.)

D. The Motivation for Interagency Programs

Transparency 7.5.3

Show Transparency 7.5.3 and make the points below:

Motivation for Interagency Programs

- **Conserve Resources**
- **Changing Social Needs**
- **Unmet Urgent Social Needs**

- o At least three basic needs provide the impetus for interagency programs:
  - The need to conserve economic resources
  - Changing social needs of the community
  - Unmet urgent social needs of a particular segment of the population.
- o The first two needs are very similar--insufficient resources to achieve desired results
- o The third may reflect a change in attitude requiring a reprioritizing of agency efforts.
- o Schools are a logical base for interagency programs because of the human and economic resources they control.

Materials/ Equipment	Sequence/Activity Description

- If interagency cooperation can reduce school and community vandalism by combining their limited resources, both the school and the juvenile justice system have benefited.

3. Minilecture Using Transparencies: Programs and Strategies for Developing Interagency Coordination (10 min.)

Trainer makes the following introductory points:

- A number of strategies and programs that have proven successful in reducing violence and vandalism in the schools will be presented and discussed. These are interagency programs between the school and the juvenile justice system or one of its components.
  - Some require funds, some don't.
  - No one program can meet the needs of the entire spectrum of problem and issue needs.
  - Due to the nature of the systems involved--the schools and the juvenile justice system--prevention is emphasized more than control.
- We will now provide some examples of these programs and strategies.

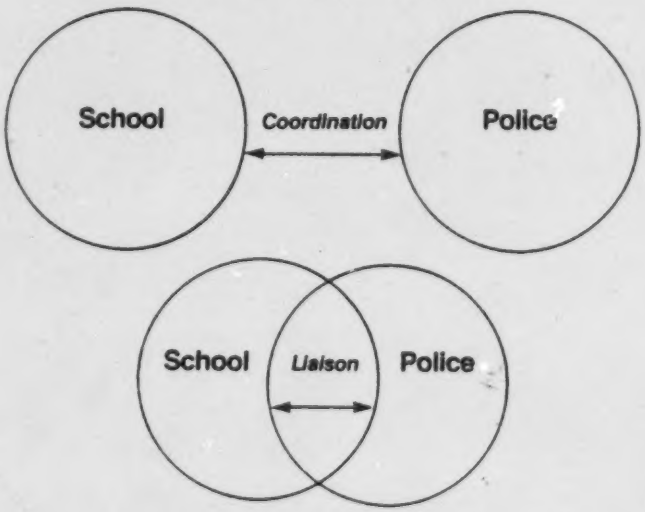
A. Interagency Coordination: Police-School

Transparency 7.5.4

Show Transparency 7.5.4 and make the points below:

Interagency Coordination

School/Police



Materials/ Equipment	Sequence/Activity Description

- o The police are the most visible component of the juvenile justice system and are the most actively involved in the schools.

- o The transparency indicates that the degree of interaction between police and school varies as cases arise from a minimal level (as shown by coordination) to a close relationship (as shown by developing liaison programs).

- o School-Police Liaison

  The essence of police-school liaison programs is to place an officer in a school. Some of these programs emphasize control and security, and, other programs emphasize communication and counseling.

  There are an increasing number of police liaison programs in which uniformed and nonuniformed officers are assigned to schools.

  (1) Programs Emphasizing Control and Security

- Chicago, Illinois	Some of the schools in Chicago have been patrolled by uniformed officers for the past 25 years. Lately, administrators have had to call in more police.
- Memphis, Tennessee, Winston-Salem, Forsythe County, North Carolina	Incidents of violence in the schools and difficulties in implementing desegregation laws have caused Memphis and Forsythe County schools to assign nonuniformed officers to the secondary school system.
- Fresno, California	Programs started in 1977, cosponsored by school and police. In one, Operation Stay In School, officers pick up truant students and take them to a center where school personnel call parents to return students to school.

Materials/ Equipment	Sequence/Activity Description

Programs which emphasize control and security are generally initiated during periods of stress. Over an extended period of time, these programs have been modified to include increasing responsibilities of communicating and counseling with youth.

(2) Programs Emphasizing Communication and Counseling

The idea of police-liaison programs for the purpose of counseling was pioneered in this country in Flint, Michigan.

- Flint, Michigan — Officers fill the roles of counselor and resource person referring students to other agencies.

- Arlington, Virginia — Officers here developed youth law courses. They also mediate disputes, counsel students and parents, and organize summer camps.

o Programs With Minimum/Moderate Levels of Cooperation

There are varying types of strategies which necessitate minimum to moderate levels of cooperation. These are usually for the purpose of clarifying roles of the police, either between agencies, or for educational purposes.

- Kansas City, Missouri — Some police departments have cooperated with school districts to develop Memoranda of Understanding which outline each agency's role and responsibilities in relation to the other agency.

- Chicago, Illinois — The Officer Friendly program, which is utilized throughout the United States, originated in Chicago in 1966. The program works to establish rapport with primary grade children by having uniformed police officers visit the elementary schools to present programs which stress rules of

Resource Material R.7.5.2

Materials/ Equipment	Sequence/Activity Description

safety, good citizenship, respect for laws.

(NOTE: Trainer should refer to background material for information on other programs and Resource Material 7.5.2, T/A Bulletin: The Officer Friendly Program, for a more detailed description.)

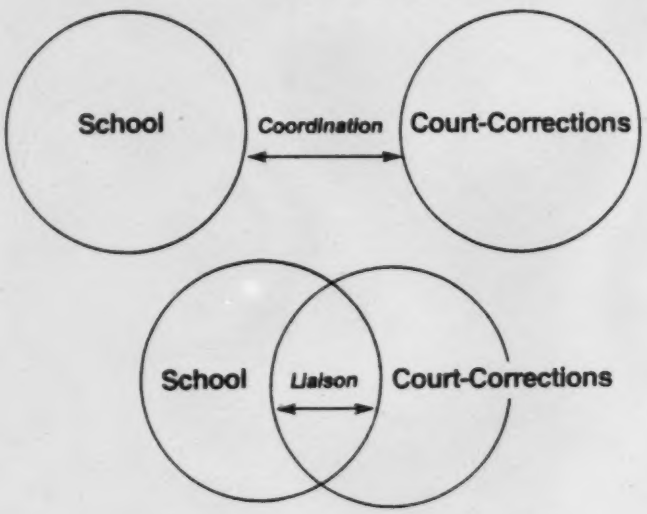
B. Interagency Coordination: School-Court/Corrections

Transparency 7.5.5

Show Transparency 7.5.5 and make the points below:

Interagency Coordination

School/Court-Corrections



Trainer should make the following points:

- A few schools have formal relationships with courts or probation departments.

Resource Materials R.7.3.1

  - Berrien County, Michigan — Since 1974, the Berrien County Juvenile Court has developed policies and procedures relevant to its relationship to the court. In addition, two interagency (school-court) programs have been developed--the Court-School Seminar Project and the school-based peer Group Counseling Program.

Materials/ Equipment	Sequence/Activity Description

(NOTE: Trainer may refer to Resource Material R.7.5.1, T/A Bulletin: Building School-Court Cooperation--The Berrien County Model.)

- o The further a juvenile enters the justice system, the fewer the coordination efforts.

- o There are, however, some outreach programs, as indicated by "liaison" efforts on the transparency. For example:

- Fairfax, Virginia	In 1973 a school probation officer was placed in the school during a period of severe problems. The officer is under the school's authority and is a member of the school staff but is paid by the probation department. This liaison person works with students already on probation and helps identify potential delinquents.
- Fresno, California	In Operation Star, two probation officers work in school with ninth graders. The officers offer counseling and provide structured activities in the afternoon.
- Toledo, Ohio	In 1977, the juvenile court judge initiated a restitution program which now places restitution counselors halftime at schools and halftime at job sites to monitor juveniles' progress and facilitate school-court communication.

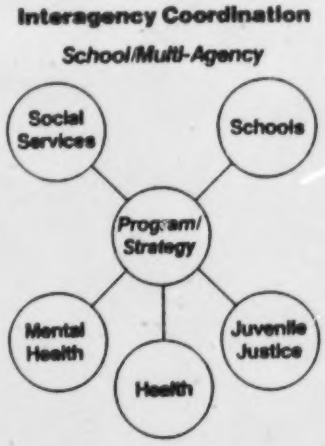
(NOTE: Trainer should refer to background and resource material for more detailed descriptions and should ask participants for further examples.)

Materials/ Equipment	Sequence/Activity Description

C. Interagency Coordination: School-Multiagency

Transparency 7.5.6

Show Transparency 7.5.6 and make the points below:



- o Multiagency programs are especially effective for defining agency roles in relation to one another and developing alternatives to the juvenile justice system.
- o Multiagency programs are developing throughout the United States. For example:
  - Los Angeles, California — Representatives from schools, police, sheriff, probation, and other social agencies are located in the David V. Kenyon Juvenile Justice Center. Using a team approach, this group channels their collected efforts into providing a variety of alternatives for juveniles and attempts to reduce alienation between youth and the public.
  - Dallas, Texas — Since 1969, Dallas has operated Youth Action Centers with the cooperation of the schools, courts, and police. The purpose is to act as a liaison between youth and these agencies and provide assistance in a decentralized location.

Materials/ Equipment	Sequence/Activity Description
	- Maryland — An effort to develop a State network involving the State Education, Health, and Mental Hygiene, and State Human Resources agencies is being made. Its purpose is to develop comprehensive and coordinated delinquency prevention programs.
	- Toledo, Ohio — A coalition of public agencies meets on a monthly basis to work on the problem of truancy. This Truancy Task Force has developed a comprehensive truancy policy which details the responsibility of each agency in regard to the truancy issue.
	o The impact of most of these programs between two agencies or multiagency is on prevention rather than control of juvenile crime.
Flip chart Pens Marker Worksheet 7.5.1	4. Group Activity: Identifying Local Problems and Interagency Programs (15 min.) A. Worksheet Exercise Trainer refers the participants to Worksheet 7.5.1, Problem/ Issue Identification, and gives the following directions: o Spend a few minutes to identify, on an individual basis, possible problem areas on which the school and the juvenile justice agencies might cooperate. B. Sharing of Problems and Strategies o Share the problem(s) that you have identified as well as possible strategies for solving these problems. Trainer records information on a flip chart. C. Discussion Trainer leads the group in a discussion, based on the following points: o Are there opportunities for interagency coordination between the school and juvenile justice agencies in your community?

Materials/ Equipment	Sequence/Activity Description
	o Do you presently have interagency programs between the school and juvenile justice agencies in your community that you would like to share with other participants?
Optional Worksheets 7.5.2, 7.5.3	(NOTE: Trainer may utilize Optional Worksheets 7.5.2, Strategy Identification or 7.5.3, Identification of Organizational Consequences, for extended discussion or as a framework for a small group exercise.)
	5. Summary (5 min.) Trainer should make the following points: o Interagency programs can make better use of existing resources through sharing. o Interagency programs can redistribute tasks so that they may be performed by the agency best able to deliver these services. o Coordinated efforts have a better chance of meeting and solving problems of violence and vandalism in the schools.

Course 7 - The Community as a Problem-Solving Resource

Module 7.5 - School/Community Links: The Juvenile Justice System

Worksheet I-D 7.5.1

Participant Worksheet

Problem/Issue Identification

As an individual, review what you think are the schools' current or near-future problems. For example, a local school is experiencing many acts of vandalism by students who are truant. Below, list the problem(s) that appear to meet the following criteria:

- This problem falls within the scope of a juvenile justice agency's goals and objectives.
- This is a priority problem for this agency and the school.
- It appears possible to solve or reduce this problem.

Possible problem areas: _____

_____

_____

_____

_____

_____

For purposes of group discussion, begin considering what strategies might be appropriate for approaching this problem. These strategies should include the element of coordination between the school and the juvenile justice system or any of its components.

Problem	Strategy

Course 7 - The Community as a Problem-Solving Resource

Module 7.5 - School/Community Links: The Juvenile Justice System

Worksheet I-D 7.5.2 (Optional)

Participant Worksheet

Strategy Identification

Step 1: As a group, choose one of the problems previously identified by one of the participants.

Problem: _____

_____

Step 2: As a group, brainstorm possible strategies for dealing with this problem which include coordination between the school and the juvenile justice system or any of its components. (Participants are encouraged to share innovative programs.)

_____

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Course 7 - The Community as a Problem-Solving Resource

Module 7.5 - School/Community Links: The Juvenile Justice System

Worksheet I-D 7.5.3 (Optional)

Participant Worksheet

Identification of Organizational Consequences

Step 1: As a group, determine the possible consequences of two of the strategies suggested. What effect will this strategy program have on your organization?

You may consider the following:

- Organizational policies which need to be decided, prepared, and disseminated.
- Procedures which need to be developed (i.e., regarding communication of coordination linkages between the agencies).
- Roles of personnel which may be affected or need to be explained.
- Supervision and management requirements and responsibilities.
- Structural changes of the organization which need to be accommodated.
- Activities which need to be monitored or decided and disseminated.
- Definition of agency responsibility or authority.

Possible Strategies	Consequences	+ or -

Step 2: When consequences have been listed, go back to that list and mark each consequence with a + (positive force) or - (negative force) sign, depending on how the consequence is perceived.

Step 3: Examine the relative strengths of the opposing forces for each strategy, then select a strategy.

Strategy: _____

Course Putting It All Together and Taking It Home

Module 1.1 Introductory Session

Worksheet I-D 1.1.1

Participant Worksheet

Problems/Solutions Identified

Directions: On this side of the page please list any problems you have identified as critical for your school or community to work on, and that you hope to achieve help in solving during this workshop. Problems may be specifically related to:
1) violence and vandalism; 2) school security; 3) school climate; 4) interpersonal relations; 5) discipline; 6) school environment; 7) school-community relations and cooperation; or others.

On the reverse side, please list any solution ideas or strategies in the problem areas or any others that you have found helpful in preventing/reducing school violence and vandalism and creating safer schools which are more positive places for learning.

Problems

Solution Ideas/Strategies

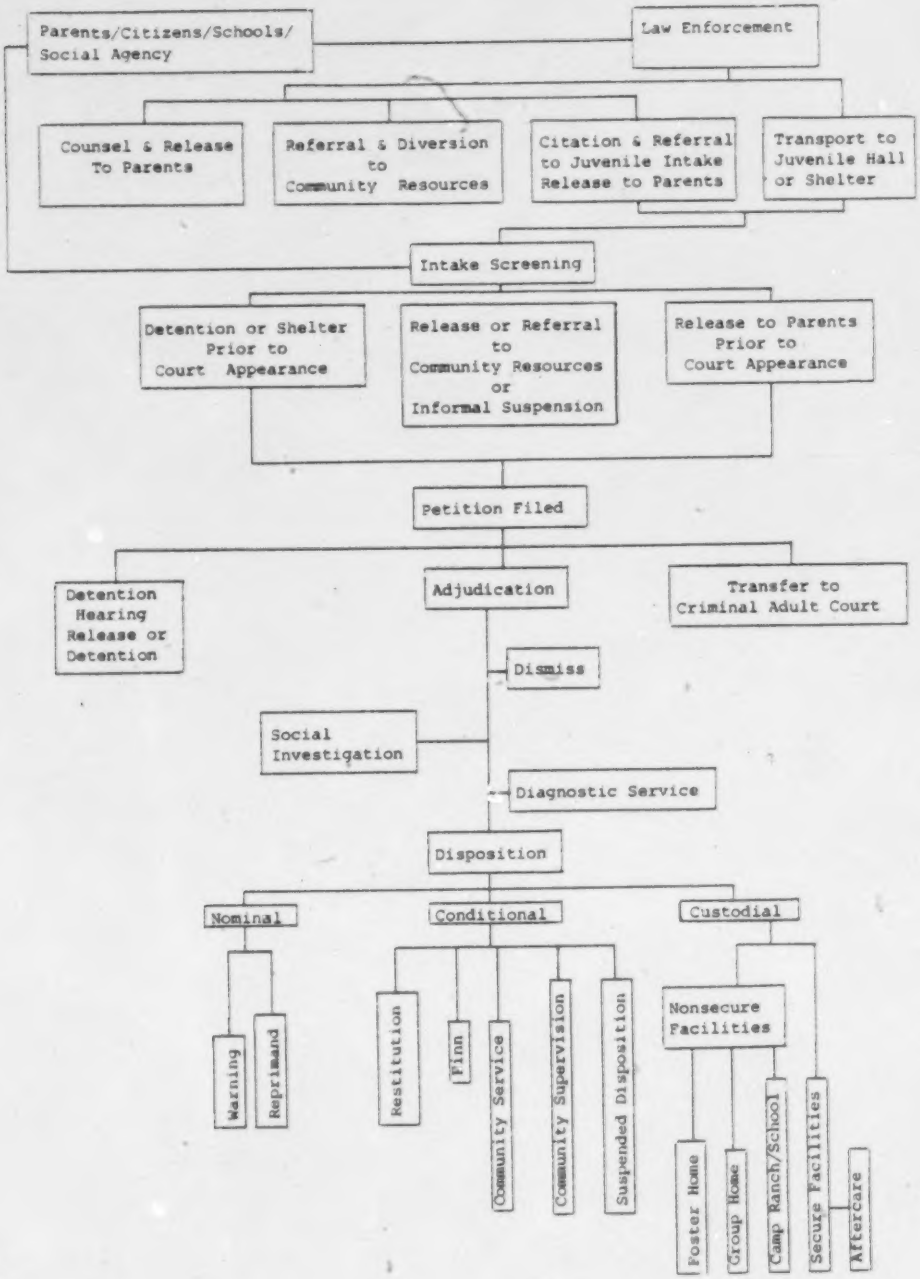
Course 7 - The Community as a Problem Solving Resource

Module 7.5 - Targets for School/Community Links:

Background I-D The Juvenile Justice System 7.5.1

Background Materials

JUVENILE JUSTICE PROCESS*



*Adapted from National Advisory Committee on Criminal Justice Status and Goals. Juvenile Justice and Delinquency Prevention: Report on the Task Force on Juvenile Justice and Delinquency Prevention, December, 1976.

Course 7 - The Community as a Problem-Solving Resource

Module 7.5 - School/Community Links: The Juvenile Justice System

Background I-D 7.5.2

Background Materials

Juvenile Justice Glossary

Adjudication--The process of determining guilt or innocence by judicial procedure.

Advisement--The process of informing an individual of his or her rights.

Aftercare--The term equivalent to "parole," which is applied to juveniles for the followup provided them after release from an institution.

Alternative programs--Programs for offenders in the community in lieu of confinement.

Arrest--The taking of a person into custody to answer an alleged violation of juvenile law (using the term "take into custody" is preferred over "arrest").

Booking--To formally record charges against a person at the receiving desk of a juvenile detention facility.

Cite--To summon, to command the presence of a person, to notify a person of legal proceedings against him or her, and require his or her presence thereto (may be used as alternative to taking a juvenile into custody).

Commit--The process of sending a juvenile to a reformatory, or the like, by authority of a court.

Community supervision--A term equivalent to "probation." A legal status granted by a court whereby, in lieu of confinement, a juvenile convicted of a delinquent act is permitted to remain in the community subject to conditions specified by the court (exception: see informal supervision).

Custody--To have in one's possession under legal authority.

Decriminalize--To remove from criminal and juvenile codes and local ordinances certain offenses which are not injurious to others nor deprive others of property.

Defense attorney--The attorney representing the juvenile in a juvenile justice action (reference adapted to juvenile system).

Delinquency--Law violations as defined specifically for children under an established age. Includes offenses that are crimes if committed by adults as well as non-criminal behavior peculiar to children, such as truancy or running away.

Detention--Detention for the juvenile court is the temporary care of children in physically restricted facilities pending court hearing or transfer to another jurisdiction or agency.

Discharge--Release from probation, parole, or confinement.

Disposition--Formal action of the court or parole board.

Dispositional hearing--The sentencing phase of the judicial process (using the term "subjected to disposition" is preferred over "sentenced" for juveniles).

District attorney--A county official responsible for the prosecution of individuals accused of violations of juvenile law committed in that jurisdiction (reference adapted to juvenile system).

Diversion--Programs which are specifically designed to keep individuals from entering the juvenile justice system.

Foster care--Placement of a child in a family home where the child participates as a member of the family. Foster parents assume the role of parents. Placement may be made under direction of the court or social agency, if care is temporary.

Group home--A home, usually operated by an agency, in which a number of individuals live and are cared for.

Incorrigible--Unmanageable, beyond the control of parents, chargeable under juvenile codes.

Intake--The screening process used in juvenile courts and/or juvenile probation departments during which it is determined whether a case should be accepted, rejected, or referred to another agency. If the case is accepted, intake determines whether the child should be referred for informal supervision and whether detention is necessary.

Jurisdiction--(1) The limits of authority of a criminal justice agency by geographic criteria, by age of clientele, or by type of offense; (2) the power conferred upon a court to hear certain cases.

Juvenile--A legal term designating a person under the legal age of adulthood (specific age varies by state).

Juvenile code--That body of law which establishes and governs the juvenile court.

Juvenile court--A special court which hears cases of children charged with having committed either a violation of adult law or engaging in an activity injurious to their own welfare, or who are said to be neglected.

Juvenile hall--Temporary care of children in restrictive facilities pending court or transfer of jurisdiction.

Juvenile institution--A residential facility, often called a training school, for the treatment of children who have been found to be delinquent by a court and who have been committed to the institution.

Juvenile officer--A police officer whose primary function is to work with offending youth.

Law enforcement--A term which collectively describes one aspect of police services.

Legal custody--Those rights and responsibilities associated with the day-to-day care of the child. The person who has legal custody of a child may be the parent, the juvenile court, a foster home, a relative of the family, or someone designated by the court, such as a State agency.

Minor--A person or infant who is under the age of legal competence; age varies by State.

Neglected child--Any child (a) who is abandoned by his or her parents, guardian, or custodian; (b) who lacks proper parental care because of the faults or habits of his or her parents, guardian, or custodian; (c) whose parents, guardian, or custodian neglect or refuse to provide him or her with proper or necessary subsistence, education, medical or surgical care, or other care necessary for his or her health, morals, or well-being; or (d) whose parents, guardian, or custodian neglect or refuse to provide the special care made necessary by his or her mental condition.

Parole--Method of releasing an offender from an institution prior to completion of his or her maximum sentence, subject to conditions specified by the paroling authority. The offender is still in legal custody.

Petition--The legal document used by juvenile courts to specify the details of an alleged delinquent act or that the child is dependent or neglected.

Presentence report--A background investigation conducted by a probation department for utilization following an individual's conviction of a delinquent act.

Probation--A legal status granted by a court whereby, in lieu of confinement, a juvenile convicted of a delinquent act is permitted to remain in the community subject to conditions specified by the court (see supervision, informal).

Protective supervision--A status under which a child who has been found by a court to be neglected is permitted to remain in his or her own home for a period during which the court or welfare offers his or her parents casework help.

Public defender--A publicly appointed attorney responsible for the defense of indigent persons or families accused of delinquent acts.

Reception center--A correctional facility which is designated to receive new inmates in order to evaluate them and determine their place of confinement.

Recidivism--The term used to express the percentage of return of delinquent activity of persons previously convicted of delinquent acts.

Referee--In some States the person to whom a juvenile court judge may refer cases for hearing. The powers of the referee are usually prescribed by law and in most States the referee is not empowered to make a final order. A referee's principal function is to act as a hearing officer, to reduce testimony to findings of fact, and to make a recommendation as to the disposition. The recommendation as to disposition may be modified, approved, or disapproved by the judge, but when approved or modified it becomes the order of the court.

Reformatory--A correctional facility for younger offenders which specializes in intensive vocational and educational rehabilitation.

Residential treatment centers--Noncustodial institutions located in the community which provide programs for certain types of offenders.

Restitution--Reimbursement to the victim of a crime for loss or for expenses incurred because of the crime; often imposed upon the offender as a condition of probation.

Runaway--A juvenile offense; also a juvenile offender who has run away from home or place of legal jurisdiction.

Shelter care--Temporary care of children in physically unrestricting facilities, usually pending return to their own homes or placement for longer-term care.

Social investigation--A background investigation conducted by a probation department for utilization following an individual's conviction of a delinquent act (see presentence report).

Supervision--Any supervision of an offender in that community by a probation officer or parole agent.

Supervision, informal--The supervision of juveniles for whom petitions have not been filed and who will not be handled judicially in court depending upon their adjustment (informal probation is based upon informal written agreement of parents, juvenile, and probation agency).

Unruly child--One who does not subject himself or herself to the reasonable control of his or her parents, teacher, guardian, or custodian, by reason of being wayward or habitually disobedient.

Ward of the court--A child over whom the court assumes continuing jurisdiction.

Adapted from "Skills for Impact: Voluntary Action in Criminal Justice," by Benjamin Broox McIntyre, Institute of Government, University of Georgia and Association of Junior Leagues.

Course 7 - Community

Module 7.5 Targets for School-Community Links: The Juvenile Justice System

Background I-D 7.5.3 Article Based on Course Lecture

Background Materials

SUMMARY OF COURSE LECTURE

A survey of over 4,000 schools conducted by the National Institute of Education indicated that

> "when it comes to the courts, the principals vote is 'no confidence'. Only 16% said that the courts provided very much support."1

This session specifically addresses the possibilities of interagency coordination between the school and the juvenile justice system. The system whose major component the court has received a vote of "no confidence". With this perspective, the educator hesitates to get involved with the juvenile justice system and, therefore, is rarely familiar with that system.

Thus, prior to a discussion of interagency coordination, let us describe the juvenile justice system and examine its relationship with the school.

The juvenile justice system typically is described in terms of its component parts: (See Transparency 7.6.1)

- LAW ENFORCEMENT
- COURTS
- CORRECTIONS

"Law enforcement" refers to all police services. The "court" includes the judiciary, public defender, and prosecuting attorney. "Corrections" encompasses probation, parole, and juvenile institutions.

The juvenile justice system is typically a complex network of unorganized and unsystematic operations of many public agencies.

Entrance of a juvenile into the juvenile justice system can result from the actions of any of the following sources:

- peace officer
- parents
- citizens
- schools
- social agencies

Cases originated by law enforcement may begin as an encounter on the street between a police officer and a juvenile suspected of either committing an act which, if committed by an adult, would constitute a crime, or being beyond the lawful control of his/her parents, guardian, or othe lawful authority. Once beoming aware of either of these situations, the officer will either attempt to handle the matter informally or will begin to process the case through the system. (Participants may wish to refer to the more detailed Juvenile Justice Process (p.) or Juvenile Justice Glossary. (p.)

When the police officer believes further processing is appropriate, the officer will refer the case to the probation intake unit of the juvenile court. This referral may be by means of a formal citation or transporting the juvenile to juvenile hall or shelter facility.

Juvenile cases which progress through the entire juvenile justice system undergo the following sequence of processing stages: (See Transparency 7.5.2)

- Intake
- Petition
- Adjudication
- Social Investigation
- Disposition
- Community Supervision
- Commitment
- Aftercare Supervision

However, cases may be handled informally and dismissed and, therefore, may not necessarily go through all stages.

The police base their decisions to make formal referrals on the law. They have discretion within their guidelines but the guidelines themselves are fairly clear. Other referral sources have less well defined criteria for referral.

What constitutes beyond control of one parent may be an inconvenience to another parent. What constitutes an intolerable disruption in one school may only be a distraction in another school.

The juvenile justice system must accept all referrals. The discretion is exercised in the system at the intake level. At that level it may be decided that the referral was unnecessary and resulted from an abuse of discretion by the referral source and the case may be dismissed or othewise diverted from the system.

The referral source observes this action by the system and probably will consider the system to be unresponsive to the interests of the referral source. This situation results in lack of confidence in the juvenile justice system and the system's opinion that referral sources, at least in some cases, lack credibility.

The main source of this problem is a lack of a clear understanding of the criteria for the exercise of discretion by referral sources and of the present policies of the members of the juvenile justice system.

Consequently, like many organizations, the relationship between the school and the juvenile justice system is characterized "more by hostility, competitiveness, and isolation than by common purpose a decisiveness and lack of communication which provide avenues of alienation for young people."[2]

This presents several substantive questions in our discussion of interagency coordination between the school and the juvenile justice system:

- Why should systems, which may be competing for the same resources, develop formal and informal interagency communication?
- How do systems with different formal goals (rehabilitation-custody versus education) operate integratively?

In answer to the first question, (See Transparency 7.5.3) there is the problem of acts of violence and vandalism which are occuring within our schools with more frequency and intensity than in the past. This clearly interferes with the educational process. Schools are attempting to develop strategies and programs which can contribute to reducing problems of violence and vandalism, as well as help prevent the development of patterns of delinquency. Consequently, the problems of delinquency prevention and control are no longer the major concern of the juvenile justice system-alone.

There are at least three basic needs that provide motivation for interagency programs. (See Transparency 7.5.4)

- CONSERVE RESOURCES
- CHANGING SOCIAL NEEDS
- UNMET URGENT SOCIAL NEEDS

They are the need to conserve limited economic resources; changing social needs of the community, and unmet urgent social needs of a particular segment of the population. During a period of escalating rates of juvenile crime and delinquency, an increasing trend

2. Scherer, Jacqueline. "School-Community Linkages: Avenue of Alienation or Socialization" in School Crime and Disruption: Prevention Models, page 82.

of violence and vandalism in the school, and scarce resources available to meet these needs; if interagency coordination can reduce school and community vandalism and violence, both the school and the juvenile justice system have benefitted.

At this time, let us discuss a number of strategies and programs which have proven successful in reducing violence and vandalism in the school. Some of these programs require the expenditure of funds while others can be implemented without much expense or without spending any money at all.

There are no panaceas, the several strategies discussed here offer a variety of suggestions to the educational community on methods which can be helpful. Clearly, there is no one program that can meet the variety of problems and issues presented to the educational system, today.

Due to the nature of the systems involved, the school and the juvenile justice system, these programs, for the most part, emphasize prevention rather than control strategies.

The police, the most visible component of the juvenile justice system and usually the initial contact with the juvenile justice system, appears to be most actively involved in interagency programs eith the school. The degree of interaction varies widely from a minimum level of interchange as cases arise to a close working relationship. (See Transparency 7.5.5)

- For instance, "in an effort to avoid what right politely be termed 'conflicts of judgment' between school administrators and line officers, some police departments have cooperated with school districts and developed Memoranda of Understanding."[3]

There are an increasing number of police liaison programs in which a police officer, uniformed or non-uniformed officers, are assigned to the schools.

Some of these officers are basically police "on the beat" whose main purpose is security and control.

- In Chicago, police in the schools is not a new idea. Some of the tougher schools have been patrolled by officers from the juvenile division for the past twenty-five years. In the past five years, though, because of requests from school administrators, the number of police in the schools has doubled.[4]

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3. Rubel, Robert J. Phd. D. "The Role of Police in Schools" (unpublished paper developed under Visiting Fellowship Grant, NIJJDP/LEAA,1976).

4. Krajick, Kevin. "On Patrol in the 'Blackboard Jungle': Are Police in high schools protectors or intruders?" Police Magazine, May, 1978, pp. 48-54.

- Approximately five to six years ago, Memphis, Tennessee was experiencing increasing incidents of violence in the school; and Winston-Salem, Forsyth County, North Carolina was having problems trying to implement desegration laws. Both sites initiated police-liaison programs by assigning non-uniformed officers to the secondary schools. One program is funded entirely by law enforcement funds while the other program shares the cost on a 50-50 basis.

- Fresno, California has recently initiated a police liaison program, in 1977, by placing seven officers in the secondary schools. This was a coordinated effort, sponsored by the school and the police.

In 1979, the police and the school have begun "OPERATION STAY IN SCHOOL", modeled after a program in Los Angeles, California. Officers pick up truant students and take them to a center where school personnel call parents to return students to school.

The majority of police-school liaison programs have been developed for prevention purposes other than control or security. The police officer, usually non-uniformed, is assigned to a school because of the officer's interest and ability to communicate with youth. These seem to be very effective programs in that these officers have been able to identify and intervene in a youth's problems before they ahve mushroomed into violent or disruptive behavior. Thus, these programs have had an impact on reducing crime and violence in the schools.

- Started in Flint, Michigan in 1958 with a grant from a private foundation, the officer is seen as a counselor and a resource person who can recommend youth to other agencies. The officer who is presently in charge of this program described Flint, Michigan as a "General Motors" industrial town, second largest city in Michigan. It should be having as many problems as Detroit has. However, it is the officer's belief that the police-school liaison program has had a major part in controlling the level of violence and vandalism in their schools.

- Many of these programs, such as in Arlington, Virginia, seem to be limited only by agency imagination. Officers in Virginia have developed youth law courses to be used in their schools, they mediate crimes; counsel youth and their parents, attend athletic events and have organized summer youth camps.

There are many other types of police-school coordinated activities which are conducted on an ad hoc basis, such as the "Officer Friendly" program, which is designed mainly for the elementary age school children.

- The "OFFICER FRIENDLY" program originated in 1966 as a cooperative effort between the Chicago Board of Education, the Chicago Police Department, and a private foundation. "Officer Friendly" works toward the establishment of good rapport between the primary grade child and the uniformed police officer. The program is designed to

develop more positive attitudes toward police and would be considered an early delinquency prevention model. The program in general stresses rules of safety, good citizenship, respect for laws.

Relatively few schools have close working relationships with the juvenile court or the probation department. Programs coordinated with the district attorney's office or with aftercare services are almost non-existent. It seems that the further a juvenile enters the juvenile justice system, the fewer coordination efforts that component of the system has with the schools. (See Transparency 7.5.6)

There are some outreach programs. For example:

- A position, entitled "School-probation officer" was located in the schools in Fairfax, Virginia, in 1973, during a period of severe problems within the school setting. The purpose of this position is to provide liaison between the school and the probation department regarding student who are presently on probation and to identify potential delinquents.

- Fairfax has expanded on this coordinated relationship by developing several alternative schools and a tutoring service. These alternative services are available to all residents of their county. The court provides the facilities and the school provides the needed staff.

- Fresno, California has developed several probation-school liaison programs.

  - "OPERATION STAR" is school based with two probation officers working with intensive caseloads of juveniles at the ninth grade level. They have offices at the schools and counsel during the afternoons and provide structured activities in the afternoon.

  - In another program two probation ofricers were assigned to act as mediators, facilitators, planners and advocates between the probation department and the schools.

Many of the coordinated efforts between the school and the court seem to have been initiated by active and interested juvenile court judges.

- In 1977, the juvenile court judge in Toledo, Ohio requested one of his staff to research the issue of restitution as a possible juvenile court order. The judge indicated that possibly the active use of such a sanction, restitution orders, juvenile crime may be reduced. He was particularly interested in affecting their problem of vandalism in the parks and schools. The judge's staff person had developed a "restitution program" to facilitate compliance with restitution orders. This program has several restitution counselors assigned half of their time on job sites, where the juveniles are working and half of their time at the schools working with problems and issues relating to the juveniles in the program.

- As a result of the "restitution program", a member of the school security staff has been assigned to provide liaison with the juvenile court regarding restitution claims for damage at the schools.

These combined programs, emphasizing follow-up and accountability on the part of the court, the school, and the juvenile offender has had a dramatic effect on vandalism in their schools.

Also in Toledo, Ohio is a coalition of public agencies who meet on a monthly basis to work on the problem of truancy, called "Truancy Task Force". The idea for this task force was a result of the institution of a new judge. The judge was particularly interested in truancy and low level crime. He believes that if you deal with lesser offenses, you may impact the potential for more serious offenses. This task force has now developed a comprehensive truancy policy which details the responsibility of each agency the school, the truancy officer, the child welfare agency, and the courts in regard to the truancy issue. Action can not be taken at the next level of intervention without all of the defined measures be taken, i.e., testing for learning disabilities, eye problems, etc. being completed at the school level.

The program in Toledo, Ohio is just one of many multi-agency coordinated efforts occurring throughout the United States. (See Transparency 7.5.7)

- o There is the David V. Kenyon Juvenile Justice Center in Los Angeles, California in which the representatives from the schools, police, sheriff, probation and other social agencies are located at the same location. The purpose is to reduce delinquency by use of the "team approach" towards coordinated efforts to provide alternatives for juveniles, develop plans and attempt to reduce alienation of youth and public.

Some of these multi-agency coordinated efforts are at the state level.

- o In Maryland, there is a concerted effort to develop a state network consisting of the Secretary of Education/Health/Human Resources/ and Mental Hygiene so that they may spirit the idea of networking to their personnel and to the local level. The purpose is to develop comprehensive and coordinated delinquency prevention programs.

As you can see, there is no one model for interagency programs. Most of these programs developed by the school and the juvenile justice systems are for the purposes of prevention rather than control. Their impact on the problem of violence and vandalism in the schools is not of an immediate nature and necessitates planning, commitment and a coordinated effort on the part of both agencies.

We now reach the question of how to develop interagency programs. All interagency programs need effective leadership to overcome the barriers related to the relinquishment of some of the agencies "turf". Any attempt to consolidate or coordinate activities is

bound to raise apprehensions regarding the delineation of roles and responsibilities.

In addition to these barriers, some people are overwhelmed by the apparent complexity of coordinating efforts. A formula that might be kept in mind has "The key words in the formula are communicate, evaluate, demonstrate, escalate, and re-create."[5] In creating new linkages, it is important for agencies to identify their needs and to communicate them to each other. Communication can define possibilities for linkages between or among agencies. When these opportunities are outlined as strategies and programs, they must be evaluated in terms of gains and sacrifices each agency will make. The potential gains must often be demonstrated on a tentative basis. Small, successful projects enable the agencies to develop confidence in their new arrangements. Escalation should not be attempted until smaller successes are experienced. Finally, positive interactions can provide the basis for other creative programs.

Interagency programs are designed to make better use of existing resources through sharing, and it is designed to redistribute tasks and functions so that they may be performed by the agency which is best able to deliver the service. Through coordinated effort, interagency programs have been able to impact the problem of violence and vandalism in the school.

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5. Ringers, Joseph Jr. Creating Interagency Projects. Community Collaborations: Charlottesville, Virginia, 1977. p. 34.

Programs and Strategies for Implementing Coordination Between Schools and the Juvenile Justice System

INTERAGENCY COORDINATION: POLICE-SCHOOL

The police, the most visible component of the juvenile justice system and usually the initial contact with the juvenile justice system, appears to be most actively involved in interagency programs with the school. The degree of interaction varies widely from a minimum level of interchange as cases arise to a close-working relationship.

Police-School Liaison

There are an increasing number of police liaison programs in which a police officer, uniformed or non-uniformed, is assigned to the school.

Programs Emphasizing Control and Security

Some of these officers are basically police "on the beat" whose main purpose is security and control.

- In Chicago, Illinois, police in the schools is not a new idea. Some of the tougher schools have been patrolled by officers from the juvenile division for the past 25 years. In the past five years, though, because of requests from school administrators, the number of police in the schools has doubled.

- Memphis, Tennessee, was experiencing increasing incidents of violence in the school during 1974. Police officers, non-uniformed, armed, and who may or may not wear badges on their pocket, were assigned to selected secondary schools for the purpose of providing school security. There are presently 11 officers in this program, and their salary is paid on a 50-50 basis between the school and the police department.

- Winston-Salem, Forsythe County, North Carolina, was having problems trying to implement desegregation laws in 1972. A police-liaison program was initiated for the purpose of providing school security and counseling youth. There are two officers assigned to the two high schools in the county, and one officer assigned to cover the five junior high schools. Their salary is paid by the Sheriff's Department.

- Fresno, California, has recently initiated a police liaison program, in 1977, by placing seven officers in the secondary schools. This was a coordinated effort, sponsored by the school and the police. The program's initial purpose was a combination of control and counseling. However, in 1978, due to an order to "desegregate" as there was a racial imbalance in their schools and a resultant resistance, the schools requested more security and control measures. The "TACT TEAM" was established which emphasized

control, especially in regard to drug enforcement. More recently, in 1979, the police and the school have begun "OPERATION STAY IN SCHOOL," modeled after a program in Los Angeles, California. Officers pick up juveniles during school hours who are not in attendance and transport them to reception centers maintained by school personnel. The school personnel immediately contact the child's parents to pick the child up and return the child to school. There is apparently a very positive impact of this program on specific crimes (burglary, petty theft, and assault) and it has decreased school problems.

The majority of police-school liaison programs have been developed for prevention purposes other than control or security. The police officer, usually non-uniformed, is assigned to a school because of the officer's interest and ability to communicate with youth. These seem to be very effective programs in that these officers have been able to identify and intervene in a youth's problems before they have mushroomed into violent or disruptive behavior. Thus, these programs have had an impact on reducing crime and violence in the schools.

Programs Emphasizing Communication and Counseling

- Started in Flint, Michigan, in 1958 with a grant from a private foundation, the officer is seen as a counselor and a resource person who can recommend youth to other agencies. The officer who is presently in charge of this program described Flint, Michigan, as a "General Motors" industrial town, second largest city in Michigan. It should be having as many problems as Detroit has. However, it is the officer's belief that the police-school liaison program has had a major part in controlling the level of violence and vandalism in their schools. This program presently has 12 officers, non-uniformed, 4 officers in the senior high schools and 8 assigned to the junior high schools.

- Many of these programs, such as in Arlington, Virginia, seem to be limited only by agency imagination. Officers in Virginia have developed youth law courses to be used in their schools. They mediate crises; counsel youth and their parents; attend athletic events; and have organized summer youth camps. Initiated in 1969, the program presently funded by the police department includes one sargeant and 9 officers.

There are many other types of police-school coordinated activities which are conducted on an ad hoc basis, such as the "Officer Friendly" program, which is designed mainly for elementary age school children.

Programs with Minimum/Moderate Levels of Cooperation

- In Kansas City, Missouri, the police department and the school have developed a "Memorandum of Understanding" outlining their role and responsibilities in relation to one another.

- Chicago, Illinois, is where the "Officer Friendly" program originated in 1966. It was a cooperative effort between the Chicago Board of Education, the Chicago Police Department, and a private foundation. "Officer Friendly" works toward the establishment of good rapport between the primary grade child and the uniformed police officer. The program is designed to develop more positive attitudes toward police and would be considered an early delinquency prevention model. The program in general stresses rules of safety, good citizenship, respect for laws.

INTERAGENCY COORDINATION: COURT/CORRECTIONS-SCHOOL

Relatively few schools have close working relationships with the juvenile court or the probation department. Programs which are coordinated with the district attorney's office or with aftercare services are almost nonexistent. It appears that the further a juvenile enters the juvenile justice system, the fewer coordination efforts between the school and that component of the system.

School-Probation Liaison Programs

There are some outreach programs, such as school-probation liaison programs.

- A position entitled "school-probation officer" was located in the schools in Fairfax, Virginia, in 1973, during a period of severe problems within the school setting. The position is under the authority of the schools; however, it is paid by the probation department. The person in this position is a member of the school staff, who may have other duties. The purpose of this position is to provide liaison between the school and the probation department regarding students who are presently on probation and to identify potential delinquents.

- Fairfax, Virginia, has expanded on this coordinated relationship by developing several alternative schools and a tutoring service. These alternative services are available to all residents of their county. The court provides the facilities and the school provides the needed staff.

- Fresno, California, has developed several probation-school liaison programs.

  - "OPERATION STAR" is school based with two probation officers working with intensive caseloads of juveniles at the ninth grade level. The probation officers have offices at the schools and counsel during the afternoons and provide structured activities between 3:00 and 6:00 p.m., the critical hours before parents return home. "STAR" means Student Training and Redirection.

  - In another program, two probation officers were assigned to act as mediators, facilitators, planners, and advocates between the probation department and the schools.

  - A youth law course has also been developed for the schools with the help of probation and school personnel.

Many of the coordinated efforts between the school and the court seem to have been initiated by active and interested juvenile court judges.

School-Court Liaison Programs

- In 1977, the juvenile court judge in Toledo, Ohio, requested one of his staff to research the issue of restitution as a possible juvenile court order. The judge indicated the possibility of the active use of such a sanction, restitution orders, to reduce the incidence of juvenile crime. He was particularly interested in affecting their problem of vandalism in the parks and schools. The judge's staff person had developed a "restitution program" to facilitate compliance with restitution orders. This program has several restitution counselors assigned half of their time on

job sites where juveniles are working and half of their time at the schools working with problems and issues relating to the juveniles in the program.

- As a result of the "restitution program," a member of the school security staff has been assigned to provide liaison with the juvenile court regarding restitution claims for damage at the schools.

- These combined programs, emphasizing followup and accountability on the part of the court, the school, and the juvenile offender, has had a dramatic effect on vandalism in their schools.

INTERAGENCY COORDINATION: MULTIAGENCY

- The program in Toledo, Ohio, is just one of the many multiagency coordinated efforts occurring throughout the United States. In Toledo there is a coalition of public agencies who meet on a monthly basis to work on the problem of truancy, called the "Truancy Task Force." The idea for this task force was a result of the institution of a new judge. The judge was particularly interested in truancy and low level crime. He believed that if you deal with lesser offenses you may impact the potential for more serious offenses. This task force has now developed a comprehensive truancy policy which details the responsibility of each agency--the school, the truant officer, the child welfare agency, and the courts, in regard to the truancy issue. Action cannot be taken at the next level of intervention without all of the defined measures being taken, i.e., testing for learning disabilities, eye problems, etc., being completed at the school level.

- There is the David V. Kenyon Juvenile Justice Center in Los Angeles, California, in which the representatives from the schools, police, sheriff, probation and other social agencies are located at the same location. The purpose is to reduce delinquency by use of the "team approach" towards coordinated efforts to provide alternatives for juveniles, develop plans and attempt to reduce alienation of youth and the public.

- Dallas, Texas, has Youth Action Centers. The general superintendent of the Dallas Independent School District, the Dallas County juvenile probation judge, and the chief of police of the Dallas Police Department met in 1969 to discuss the possibility of organizing a unit wherein the three agencies would work together in an effort to curtail truancy. On March 3, 1969, a pilot program was begun with the opening of a center staffed by a teacher in charge, two additional teachers, a police officer, and a juvenile probation officer. This program proved to be a success in providing liaison between children, the school, parents, the police, the juvenile department, and the community in a decentralized location. There are 22 of these centers, now termed Youth Action Centers, which provide a location where children and parents may come for assistance regarding school or community problems. These centers are furnished offices in designated schools.

Some of these multiagency coordinated efforts are at the State level.

- In Maryland, there is a concerted effort to develop a state network consisting of the secretary of education/health/human resources and mental hygiene so

that they may spirit the idea of networking to their personnel and to the local level. The purpose is to develop comprehensive and coordinated delinquency prevention programs which may impact the increasing rate of juvenile delinquency. It is believed that their coordinated effort would enhance the possibilities of success as the problem of violence and vandalism in the schools and the community transcends the responsibilities of one agency.

INTERAGENCY COORDINATION: HOW?

Interagency programs are designed to make better use of existing resources through sharing, and it is designed to redistribute tasks and functions so that they may be performed by the agency which is best able to deliver the service. Through coordinated effort, interagency programs have been able to impact the problem of violence and vandalism in the school.

Course 7 - Community

Module 7.5 - Targets for School-Community Links: The Juvenile Justice System

Background I-D 7.5.5

Background Materials

"On Patrol in the Blackboard Jungle"
by Kevin Krajick

Reprinted from Police Magazine, May 1978

(See Attached)

.On Patrol in the 'Blac

Are police in high schools protectors or intruders?

by Kevin Krajick

WHEN police officer Bill Roman walks his beat, he does not use the sidewalk, he does not greet shopkeepers and he does not give out traffic tickets. Instead, Roman walks down the hall, looks in on teachers and students and monitors the cafeteria at lunch. Once in a while he will take a look in the boys' room to make sure no one is smoking marijuana there. Roman's beat is Prosser Vocational High School on Chicago's Northwest Side.

Roman is one of a growing number of police who have been permanently assigned to public schools in the wake of wide publicity given to what some educators have called an "epidemic of violence and crime." According to a study by the Educational Policy Research Institute, police services increased between 1975 and 1978 in nearly three-quarters of the nation's largest school districts. Some of the officers assigned, like Roman, are basically police on the beat. However, a majority probably fall into the looser category of School Resource Officer, or SRO. The SRO may do some investigating and make some arrests, and may patrol school grounds. But more often, he spends time talking with kids, teaching criminal justice and civics courses and participating in extracurricular activities.

Whether to have police on the beat in the schools, or SRO police, or any police at all has been the subject of debate among school officials, civil libertarians and police in recent years. Many educators have rejected a police presence because, they say, it might create a repressive atmosphere that contradicts the purposes of education. School administrators who have asked for police protection have often done so with reluctance and uncertainty as to what role the officer should play in the school. Should he be a counselor, a community relations person, an officer on the beat, or a combination of these? Should he be in uniform? Should he be armed? The issue is further complicated by legal questions about search, arrest and interrogation procedures on school grounds.

Topping the list of debated topics, perhaps, is the question of whether school crime is really as bad as some people say it is.

A 1975 U.S. Senate subcommittee report concluded that crime in the schools was a serious and ever-increasing problem. A study made by the subcommittee said that between 1970 and 1973, robberies in schools increased 37 percent; assaults on teachers increased 77 percent. One in seven students had something stolen from him in any given month. Estimates of the cost of vandalism given to the subcommittee ranged from $100 million to $600 million a year. Fear of assault and disorder in the classroom has often emerged as a primary concern of teachers in surveys done by local teachers' unions.

However, some say that the blackboard jungle is a mythical land. Discussing recent emotional articles on school violence in such national publications as *Time* and *Newsweek*, a spokesman for the American Federation of Teachers said: "In reality, it's not the blackboard jungle that the press paints the picture of. Perhaps the most serious thing that happens in most schools is petty theft — there's a lot of that. But assault, armed robbery — no. There is nothing one could call an epidemic of violence."

A study released by the National Institute of Education last December seems to support this contention. The study says that although crime increased by leaps in the late 1960s, there has been no overall increase in school crime since 1971, and that in some urban areas crime has dropped considerably. Only eight percent of school administrators surveyed by the Institute said they had serious crime problems in their schools. While many teachers' unions claim that crime continues to rise every year, other observers attribute the increases to better methods of keeping records, not actual increases. Before 1970, few school districts kept crime statistics; it is now common practice.

Why does school crime receive so much attention? Part of the answer may be that people have higher expectations for behavior in schools than

‹board Jungle'

Photos by Tony O'Brien

Chicago Patrolman Bill Roman walking his beat at Prosser High School.

they do for that on the streets. "In the street, if one kid gives another kid a bloody nose, that's a fight, and nobody worries about it much," said Frank Blount, director of security for the Detroit public schools. "But if it happens in the school, then it becomes an 'assault.' There's supposed to be an 'educational atmosphere.' People, especially teachers, react in a much more emotional manner when something happens inside a school. The crisis situation is not so much in people's perception of what's happening as where."

Even when it becomes generally recognized by a community that a school has a real crime problem, many think that putting in police as law enforcers is not the answer. "Having cops in the school for pure deterrence is like putting a band-aid on a festering wound," said Phil King of the National Education Association. "It's a waste of the policeman's time and it doesn't address the underlying problems." King is more approving of school resource officer-type programs. "Professional police can do a lot in the area of community relations. They're pretty effective in teaching youngsters about their responsibilities to society. . . . You don't need an enforcer-type person. You need someone who can relate to kids."

"**When police are there** as enforcers, it's just not a healthy environment for education," said Martin Walsh, New England regional director of the U.S. Department of Justice Community Relations Service. "It's unfortunate that some schools have degenerated to the point where they feel they have to put police in."

"The presence of police may sometimes lead to a state control atmosphere in the school," said David Cohen, head of the American Civil Liberties Union's academic freedom committee. "We've always been against putting police in the schools except under the most dire circumstances. But how do we cope with the business of violence and still maintain the civil liberties of the students? That's a rotten question to try and answer."

Civil liberties have been a major object of contention in some cities where police have been called into the schools. Dozens of lawsuits have been

Officer Roman frisks a girl he suspects of possessing marijuana.

initiated, contesting the rights of police to search lockers without warrants, question students, or even to enter school grounds without the authority of school administrators. As a result, these activities have been severely limited by legal precedents. Generally, police must now obtain warrants to conduct searches. Schools carefully try to separate themselves from law enforcement activities as much as possible, and interrogations or arrests on school grounds are generally frowned upon, unless it is a life or death matter. If these things can wait, they are usually done after the school day, and somewhere else.

Many school districts require that strict guidelines be followed when police not normally posted in a school want to enter for any reason. These guidelines are often worked out after police and school officials have been caught up in some kind of confusion or misunderstanding. For instance, on April 19, 1972, a juvenile cruiser responded to a call from the security department of the Prince George's County, Md., public schools. There had been racial tensions in one of the high schools, and black and white students were gathering in large groups and shouting insults at one another. While the juvenile officers and the security department were trying to talk the students out of violence, 15 other patrol cars that had overheard the radio call showed up from the county, state and municipal police departments. This sparked animosities; the police donned riot gear and called in reinforcements. The principal had left for the day, and so the police on the scene were in charge.

A riot ensued in which 83 students were arrested and dozens more were tear-gassed. The school was closed for several days. "It was a typical case history of what can go wrong when there's not a strict understanding between the police and the schools over what action should be taken when, and who should order it," said Peter Blauvelt, the director of security of the county school system, who was on the scene. "Everybody was a little to blame, because nobody really knew what the hell was happening."

Shortly after that, school officials and police sat down together and drew up a 30-page set of guidelines that are "the bible for defining the role of the county police in the schools," in Blauvelt's words. Now, only specified police may enter school grounds at the invitation of authorized school officials. The situation for calling police must match a set of rules, and when police arrive, they must consult school officials before they act. More and more school systems are drawing up similar guidelines, often with the help of the U.S. Department of Justice Community Relations Service, which provides consultants to schools and police departments.

While many schools call in police from time to time, few have elected to put in full-time officers to patrol the halls. A *Police Magazine* survey of 15 large cities turned up only four that have school patrols: Detroit, San Diego, Atlanta and Chicago.

The most recent city to put police in the schools is Detroit. Last November, all 22 high schools there were assigned two police officers each. Since the Detroit schools started desegregation procedures there have been sporadic problems with gang and racial violence, as well as with drugs. When it began having problems, the system organized its own security department with 300 private guards, but, like many school security officers, they are unarmed, not as well trained as the police and are not authorized to make arrests. "School safety and security is one of the most serious problems facing the school district," said Arthur Jefferson, the district superintendent. "We have attempted many efforts in the past to resolve this problem, but we simply have not achieved the success we hoped for."

The officers posted in the Detroit schools are backed up by an intelligence detail of juvenile officers whose job is to become familiar with the youngsters so they can detect any sign of impending large scale disruptions.

The San Diego police department assigned a half dozen officers to a mobile school patrol in 1971, after rising problems with narcotics, assaults and gang fights. Their reception was not good. Students at one high school greeted two officers on their first day of

Roman at the local "hangout" where Prosser High students meet after school. He considers himself more a counselor than enforcer.

the assignment with rocks and bottles. Later, when the officers left their car unattended on school grounds they returned to find it in flames. The kids had set it on fire. Community and student groups were not very sympathetic with the police department's disappointment with this response. Many of them, fearing a "state control" atmosphere, did not want them there in the first place.

Since then, though, the police seem to have become an accepted part of the school landscape. "Now we can walk into any campus in the city without turning a head — except maybe when somebody we know says hello," says Sergeant Paul Capps, who is in charge of the School Task Force. The Task Force has grown from six to 18 officers, and the community groups are no longer protesting. There has not been an assault on an officer for more than two years.

In Atlanta, there was little protest when plainclothes detectives were assigned to the city's schools in 1966. There are currently 25 assigned. Each detective works in two secondary schools. The detectives are regular members of the police department, but their salaries and equipment are paid for by the school system. They work with 60 private guards employed by the schools. The detectives spend much of their time battling drug use, said Lieutenant Walter E. Collier, head of the detail.

In Chicago, police in the schools is not a new idea. Some of the tougher schools have been patrolled by officers from the juvenile division for the past 25 years. In the past five years, though, because of requests from school administrators, the number of police in the schools has doubled. "Just like a cop on the beat in Times Square" is how Commander Harold Thomas of the juvenile division describes the 56 officers who are each assigned to a foot patrol in a secondary school. A dozen two-person patrol cars back up the foot officers and visit schools not covered by an officer from the juvenile divison.

Regular school police in Chicago have been welcomed, for the most part, by local community groups, such

"The 'Young Pimps'?" said a gang member's mother. "Oh, they play ping pong here after school."

as the P.T.A. The school system employs 600 security guards, but like those in Detroit, they are not trained or equipped to handle potentially violent situations, or to investigate crimes. In 1972, at the height of a series of racial disorders in the Chicago schools, the system also employed 700 armed off-duty police. But by now most of these have been phased out for lack of funds. So, principals have been requesting police to fill what they see as holes in their security. "If I had 150 officers to put into the schools, I would have positions ready for all of them," said Thomas. "There are a lot more requests for officers to be assigned than we can fill."

Despite the demand from principals, some Chicago school administrators are disappointed and embarrassed that police have been posted in the corridors. Chicago school officials recently refused to allow a reporter for *Police Magazine* to accompany a school officer during a tour of duty in one high school. "We do not feel this is an appropriate topic for coverage. It's something we're not too anxious to get publicity for," said a spokesman for Dr. Ann Lally, superintendent of District 5 of the Chicago city schools. "It's a new thing with us. . . . We're not too happy about it, because we feel that this [police in the schools] is not involved with anything we're doing."

Some teachers also have reservations. "We're not opposed to full-time policemen in the schools as a basic premise," said John Kotsakis, head of the Chicago Teachers' Union committee on school discipline. "However, it doesn't create a better climate, and it doesn't seem to have any effect on the amount of crime in the school. . . . The main thing it does is make the teachers feel safer."

The police department says that officers significantly reduce the amount of crime in schools where they are assigned, but they have no statistics to back up this assertion.

Although some administrators may see school officers merely as an armed presence, the officers frequently see themselves as much more than that.

Bill Roman, the Chicago school officer, says he asked for the assignment "because I like to work with kids. I'm an authority figure for them, and I'm firm, but I'm also their friend." Roman studied secondary education in college before he dropped out to become a police officer. Like the other officers in the school detail, he was chosen because of his interest in youngsters and his ability to get along with them, says his supervisor, Lieutenant Stanley Gonka.

Roman has spent his working days for the past two years from 8 a.m. to 4 p.m. at Prosser High. The school's 1,700 students come from all over the city, and are a mixture of blacks, whites and latins. "The neighborhood isn't tough," says Roman. "It's some of the kids who are tough."

Despite some tough kids, he is rarely involved in arrests or prosecution. He works mainly with the guidance counselors at the school, rather than with the criminal justice system outside. He sometimes counsels students informally, but, he says, "I try to leave that to the guidance counselors and not get too personally involved. I have to keep a certain distance to maintain that image of authority."

Roman is present at athletic events, and travels with the football team when they go to another school to play. "Some of the kids in the stands might get a little too rowdy, and a teacher from the other school will tell them to cool down," he says. "Well, you know they're not going to listen to him because he doesn't know who they are. They just say, 'Up your left ear, teacher.' But I know them. I can say, 'Cut it out, Joe.' He can insult me and run away if he wants, but he doesn't do it, because he knows he's going to see me in the hall the next day."

Roman and other officers say they feel that they have a significant impact on the tranquility of the schools, but they say also that the schools are really not very bad to begin with.

"A lot of people think it's like the Old West here — shootouts in the classroom and all that," says Bill Sacco, who mans a patrol car assigned to the schools near Prosser. "Sure, kids are 25 times slicker now than when we went to school. But so much of the violence and gang angles are exaggerated."

Sacco remembers a teenage gang called the Almighty Invincible Young School Pimps. The Pimps spray-painted their logo, a cane and a pair of gloves, all over the school and the surrounding neighborhood. " 'You've got to do something about those Young Pimps,' people are yelling. 'They're making the neighborhood unsafe to walk around in,' " said Sacco. "I checked around and I found the mother of one of the kids. 'The Young Pimps?' she says. 'Oh, they play ping pong in my basement after school.' That was their main activity. People get the impression that they're being menaced by some ominous-sounding gang, when they're just a bunch of kids armed with nothing more than ping pong paddles and spray paint and haven't got anything better to do.

"As far as violent action, there's very, very little of it." Sacco remembers only three violent incidents in the eight high schools (including Prosser) that he has covered for the past year and a half. Two of the incidents involved non-students assaulting students near the schools. The citywide record is also good, according to headquarters. Commander Thomas says that only one officer has been assaulted inside a school in the last four years. The assailant broke the officer's nose — and a few seconds later, was jumped by a group of students who came to aid the officer.

Students might not have come to help Roman had a similar incident occured when he first came to Prosser. The school had never had police assigned to it before he came, and some of the students resented his presence. "My main problem for the first few months was having the kids accept the fact that I was there," says Roman. "When I walked by, I'd hear, 'Oink, oink, oink.' That was stuff I just had to take for a while." Roman seems to have achieved some measure of respect and acceptance among the students after two years. Said one senior, who was hanging around with his friends during lunch hour, "Roman? . . . Sometimes I think you got to watch out for him, because he's a cop, you

Boise, Idaho, School Resource Officer Garry Erickson enjoys his job working with students.

know . . . But actually, I don't think of him so much as a cop. He's actually okay."

While many educators are most concerned with the kind of police presence that the Chicago schools have, a majority of the school-based officers in the country fit into the less controversial category of school resource officer. Although the emphasis varies from city to city, the aim of most SRO programs is to prevent crime by teaching youngsters about the responsibilities that are expected of them, and to allow them to personally know officers and "find out that they're human beings, not brutes, that they put their pants on one leg at a time," in the words of Sergeant Patrick Curran, head of the SRO program in Cincinnati.

Started in Flint, Michigan, in 1958 with a grant from a private foundation, SRO programs became popular in the late 1960s, with at least 60 cities starting programs since 1968. Although no one claims that crime prevented by SRO programs can be precisely measured, police and school officials in most cities say their SROs have been worthwhile. "There's no question that the juvenile crime picture has gone down since we started this," said Captain James Murphy of the Phoenix, Arizona, police department. Phoenix has 18 officers assigned to be SROs. Although most cities post their SROs almost exclusively in the secondary schools, because that is where most kids get into trouble, Phoenix has decided to concentrate more on the elementary schools. "That's where attitudes begin, and that's where we have to begin," said Murphy.

SROs have not met with universal acclaim. "Why should we fool around with this kind of gimmickry when people are afraid to walk the streets?" said Carleton Irish, safety director for the New York City school system. "As an idea, it reads well, but in actuality, it's ridiculous. You talk about establishing relationships with the kids and teaching respect for the law? You just don't establish relationships by having one officer walk around a school with a thousand kids in it." The New York police department ran a pilot SRO program from 1972 to 1974, in which a dozen officers were each assigned to a secondary school. The SROs were well-received by school administrators, but the program was cut because of the city's financial troubles.

The SRO's position in the school is often ambiguous, and various groups expect different things from the officers. In Tucson, Arizona, an SRO program was started ten years ago "with the idea that the officer would identify children who were in trouble or who might soon get into trouble, and put those children in touch with social services that could help them," said Pete Ronstadt, chief of detectives and head of the program. For a while, that's what the SROs did, with a dramatic effect, according to Ronstadt: a 20 to 30 percent decrease in delinquency among youngsters who went to schools covered by officers.

"It was mainly talking with the child to find the causes for his behavior and visiting the home to talk to his parents, with the understanding that the officer would not prosecute," said Ronstadt. The American Civil Liberties Union, at first opposed to the project, dropped

"If a kid gives another a bloody nose in the street, it's a fight. In school it becomes 'assault.'"

its objections. The ACLU had been afraid that the SROs would use their familiarity with the youngsters to induce them to incriminate themselves and inform on others. This did not happen.

In recent years, though, the original intent of the program has been twisted, Ronstadt feels. Many of the powers to refer children to agencies other than juvenile court have been taken, by law, away from local police and assigned to state agencies. So, officers have been faced with the decision to either arrest a delinquent youth and send him to court, or simply ignore him. "The courts have lately preferred to define the police officer as an adversary of the kids, and that's not what we wanted. The idea was originally to divert them from the court," said Ronstadt. In addition, there has been pressure from school administrators and community groups for officers in the schools to do more investigation and arrest work in order to control juvenile crime, which is growing again, after the initial drop when the SROs were introduced.

"A lot of gray areas have appeared, whether our person should be a resource officer or a cop whose beat just happens to be in the school," said Ronstadt. "We wanted the resource officer, but it seems to be turning out the other way." Police officials now want to drop the SRO program and replace it with a more clearly defined juvenile crime detail to cover the schools, which they feel is what school officials seem to require. Ironically, the same groups that fought to have the SROs deal more directly with crime have fought successfully, so far, to keep the SRO program, at least in name. Although they want police help, they are not ready to accept "a cop whose beat just happens to be in the school."

As a result, many school systems, rather than turning to the police when they feel they need patrol services, are hiring their own private security forces, and calling in police only to make actual arrests and deal with potentially violent situations. Before 1970, only a handful of large city school systems had their own security departments. Today, the five-year old National Asscciation of School Security Directors (NASSD) has 420 members, many of them from small and medium-sized cities.

Some cities have assigned police to the schools temporarily and then replaced them with their own security forces. Police were posted in many New York City schools from the late 1960s until 1972, when they were replaced by the new School Department of Safety, partly as an economy measure, and partly because the city's mayor felt that schools were not appropriate posts for police. In Boston and Cleveland, state and city police were posted in schools during the potentially violent years in the early 1970s when the schools were being desegregated. In those cities, too, the police were quickly replaced by newly formed security departments. "The responsibility for running the schools and keeping order should be with the Board of Education, not the police," said H.L. Immel, director of security for the Cleveland public schools. "Besides, having uniformed police in the halls creates a bad image for the schools."

The choice of private security forces over police often has as much to do with finances as with philosophy. The cost to a city of posting police in the school is usually very high, so there is often pressure on the school system to hire guards, who cost considerably less. While, for example, a Boston patrolman makes between $11,000 and $17,000 a year, and must go through lengthy and expensive training, a security guard can be had for about $8,500. Few guards receive a great deal of training.

This lack of training, however, is often a target of criticism, and many educators find private security guards a less attractive alternative than actual police officers. "If you've got to have someone in the school to keep order, then it ought to be the police," said a spokesman for the American Federation of Teachers. "They're much sharper than the private security officers, because there are higher standards for being a police officer."

"Many of the private guards are not exactly police material," said Suzanna Doyle of Advocates for Children of New York, an organization that gives legal help to children who have been suspended from school. "There really are no requirements in most cases, and a lot of them have prior criminal records. The job just doesn't pay enough to attract and hold decent people. . . . It does more damage to have someone in there that doesn't know what he's doing than to have no one at all."

The head of the NASSD, Joseph I. Grealy, acknowledges that there have been problems. "Salaries are a definite problem in trying to hire qualified people," he said. Some cities have been filling their security positions with long-term unemployed people who are paid through federal employment programs. "That's been a terrible experience," said Grealy. "These people have no experience, they're uncontrollable, and sometimes they contribute to the crime problem themselves." He said that the best school security departments are the large ones that offer training programs of their own, and those that attract retired police on pensions, who are experienced, but do not require a full police salary.

Some school systems train their security personnel extensively before they send them to work. Los Angeles, for example, has sent each of its 300 school guards to the city police department's academy for a course similar to that of a regular police officer. They are commissioned peace officers, and are allowed to carry firearms and to make arrests, unlike most other school security guards.

Some observers suggest that criminal justice schools offer para-police programs specifically for prospective school officers, so that public schools can have trained professional guards without having to tap the municipal police. "The school security force, in some shape or form, has come to stay," said Martin Walsh. "It will be better for all concerned if we can start training, right now, people who can merge the role of educator and policeman into a different type of person." □

National School Resource Network

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Technical Assistance Bulletin

Elements of a School-Police Liaison Officer Program

Summary

School-police cooperative programs, aimed at improving the effectiveness of both organizations, typically involve making law enforcement officers available to junior and senior high schools to (1) perform law enforcement duties, (2) improve the image of law enforcement officers, (3) assist in the resolution of school problems, and (4) provide education and sometimes counseling for the school's population about law enforcement and criminal justice systems. Officers can serve in many different capacities, depending upon the goals and objectives of individual programs and the needs of the specific community. Some programs are more academically oriented, while others are strictly "police work." Whatever the type of program, the goal is always improved police-school system relations.

The Problem

Problems of juvenile violence, vandalism, and crime in the school setting are of concern to educators and law enforcement officials alike, yet in many cases, these two public institutions most concerned with issues of crime and education have no clear lines of communication, if they are on "speaking terms" at all. There often appears to be a mutual mistrust between schools and police, and a great deal of misunderstanding of roles. While this conflict continues, the problems of truancy, attacks and assaults, trespassing, and vandalism can only escalate and result in students, faculty, police, and the community at large becoming more frustrated and more likely to become "victims."

It seems apparent that a need exists for effective school-police cooperation. For many schools and communities the problem lies in a lack of an articulated program model. How can issues of territoriality be solved? What line of reporting and accountability is most appropriate? What are the appropriate roles for law enforcement officers in the school system? What are the essential components of a liaison program?

The Solution

A combination of school system and law enforcement department resources are needed for a successful program. Moreover, coordination of these resources into a truly collaborative effort is imperative. Necessary are agreement on program parameters, assignment of responsibilities, and description in detail of the roles of all participants--especially on the limitations of these roles.

The Agreement

School-police programs can take on various forms and concentrate on a number of different themes. Although certain general patterns may become evident in a review of liaison programs, the specifics should be available to both parties in a written agreement. This document is typically called a memorandum of understanding or memorandum of agreement. The information contained in this document, similar to a contract, dictates the program's scope and purpose in addition to delegating responsibilities.

Such a memorandum should include details on--

Prepared under Grant #79JS-AX-0049 from the Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, U.S. Department of Justice. Points of view or opinions in this document are those of the NSRN and do not necessarily represent the official position or policies of the U.S. Department of Justice.

- The school and police force involvement
- The number of officers
- The hours of duty at the school
- How officers will be selected and assigned
- Officer dress
- A description of responsibilities (usually in the form of a job description)
- The responsibilities of school personnel involved
- The rate of pay and who pays.

Other important issues that should be addressed are on-campus arrest and interrogation procedures, search and seizure issues, lines of authority, and similar topics. A sample memorandum from the Seattle Public Schools is attached. (Further information is available in Vestermark and Blauvelt, 1978, pp. 64-67.)

The following sections, which describe the program components of a school-police liaison program, will indicate the various areas of school-police interaction and cooperation. However, specified program components should not be regarded as rigid, for programs will necessarily vary depending on community needs.

Component 1: Law Enforcement

School-police liaison officers are universally considered first and foremost law enforcement officials. They are always expected to respond to matters requiring law enforcement attention and carry accredited department identification with them at all times. Although the school should be considered the officers' primary station (if it is a full-time post) when situations require full mobilization of department forces, liaison officers are expected to respond immediately.

Liaison officers' schedules are one of three types: (1) full-time, everyday duties, (2) rotating duty between several schools, or (3) occasional visits for special programs and presentations. The first is the arrangement most often found. Officers report to assigned schools every day, usually before the students arrive, and leave after students have left for the day. Officers have planned activities and classes, but they are also responsible for monitoring halls, handling trespassers, and supervising disturbances. The officer is also required to attend special school events, such as PTA meetings, school dances, and athletic events--in order to monitor these events from a law enforcement perspective. In addition, the officer may be asked to attend activities and sporting competitions outside his or her jurisdiction as a police or sheriff's officer. Typically he or she may do so, but as a regular school staff member (in recognition of the statutory limitations of law enforcement officers).

Of the remaining two types of scheduling, the rotating-duty type is usually found at the junior high school level, and the occasional-visit type is most likely either for elementary school "Officer Friendly" programs or for presenting special topics (such as drug abuse laws) at all levels.

Component 2: Model/Image

Perhaps the most important, and innovative, responsibility of a liaison officer is that of positive role model. In an effort to improve student-officer relations, it is expected that liaison staff will work to build and maintain a rapport with the student body. The most effective way to accomplish this appears to be by officers making themselves accessible to students and being of help whenever possible. Officers are often chosen based on sincere interest in youth as well as interpersonal abilities which make them particularly able to be good role models.

Officers will usually be in plain clothes (except for extracurricular events where they appear in their police capacity), and typically they do not carry weapons during the school day. They are expected to conduct themselves as representatives of their law enforcement department, understanding that their actions will reflect on the department. Officers can be instrumental in improving community attitudes towards law officials.

Component 3: School Assistance

At times liaison officers will be requested to lend investigatory skills to aid in the resolution of school problems. The officer may assist school administrators in investigations which are either criminal or noncriminal in nature. He or she does not enforce school rules per se; however, he or she is an

available resource, especially in a crisis situation. Liaison staff will always maintain close contact with their department and are required to complete appropriate paper work for criminal investigations.

Another form of assistance can be seen in Officer Friendly and Adopt-A-Cop programs. Usually found at the elementary school level, these programs involve occasional visits by police officers to discuss such topics as good citizenship and drug and alcohol abuse. Officers are also available to answer young students' questions about issues on their minds. The atmosphere is designed to be friendly and informative.

Component 4: Education and Counseling

Officers are also educators--and sometimes counselors. School staff, students, and parents should find officers available to explain law enforcement procedures and to assist them in an understanding of the criminal and juvenile justice systems.

Liaison officers will lecture to classes and participate in school activities related to law enforcement and justice issues. They also may arrange for guest speakers (experts from the county sheriff's office or police department, public safety division, local government, etc.) to present information about and/or conduct tours of their respective agencies. Officers can also be considered resource persons and make themselves available (in some programs on a 24-hour basis) to school staff, students, and parents whenever they may be of assistance.

Although most programs appear to discourage officers from acting in a counseling role (because of possible conflict of interest), some programs emphasize this component or are entirely developed around it.

If officers do work in a counseling capacity, it is always coordinated with school guidance staff and programs. When it is deemed necessary, officers can counsel students about law-related and citizenship concerns. The officer may also become a valuable resource, for example, by appropriately referring students to the juvenile justice system. At (or before) this time, the officer may confer with the student; the result generally being that the student gains more trust in the justice system and a better understanding of what is happening. Also, liaison staff may wish to become involved in an advocacy capacity monitoring students' progress in the juvenile justice system.

Additionally, the counseling and/or education component of a program is also responsible for designing and implementing prevention programs in an effort to reduce the need for police intervention. Crime and delinquency are best dealt with before they occur.

Results

No systematic, formal evaluations of police-school programs were discovered by the writers of this bulletin. However, one program coordinator stated there had been a "marked reduction in school-related violent acts and vandalism in county schools." Another reported "noticeably improved community-school-police relations." Programs like these appear to have a synergistic effect, with positive ramifications being felt throughout the local community.

Additionally, better understanding of each organization by the other has in many communities facilitated better collaborative efforts. Improved lines of communication have resulted in quicker resolution of school and local problems as well as an increased effectiveness of both educational and law enforcement programs. The result, a mutually trusting and supportive relationship, is a solid step toward the resolution of the problems of violence and vandalism.

Replication Issues

This program can be adapted to any community with a commitment to and interest in improved police-school relations and cooperative programs, once the nature and extent of desired police involvement in the schools has been determined. Some programs may choose to be more educationally oriented; others prefer the appearance of "police action," although this is not usually advisable. Programs in elementary graces may wish to be "lighter" and adapt themselves to that grade level. In any case, a brief needs-assessment type study should be conducted. This will help educators and police articulate program goals and objectives, which in turn will dictate program components.

There are a number of issues which must then be considered. One is that of officer time required. Obviously, a program being developed in a very stable school district will need less of a law enforcement officer's

time than one planned for a more volatile school system with considerable violence and vandalism.

Probably the most difficult issues to resolve is who is going to pay for the program. Our survey has turned up programs funded by police departments, school districts, or jointly by both. It will work either way; however, who pays often determines what kind of program evolves.

The most important issue in the replication of school-police liaison programs are the ability of school and law enforcement officials to come to agreements and work together on a common set of goals. Both agencies must be able to let go of inherent territoriality and "turfdom." Only through true cooperation can programs become successful interfaces between law and education.

Required Resources

Cost, personnel, and equipment requirements will vary depending on the nature of the program. However, necessary expenditures will include: (1) full-time law enforcement salaries for nine months for each officer involved (one officer per high school is suggested, but elementary schools can be covered by one officer), (2) radio equipment and additional supplies (for class presentations), (3) department vehicles and upkeep and (4) administrative facilities and personnel.

References

This listing of representative programs is by no means a complete listing, but may be useful as a source point for further information.

- School-Police Liaison Program
  Ed Jacobs, Director of Security
  Board of Education
  Administrative Building
  2597 Avery
  Memphis, Tennessee 38112
  (901) 454-5773

- School-Court Liaison Program
  Chuck Rejent, Security Specialist
  Toledo Board of Education
  Manhattan Boulevard & Elm Street
  Room 110
  Toledo, Ohio 43608
  (419) 729-5111

- Officer Friendly Program
  John H. Blalock
  Southern Representative
  Sears Roebuck Foundation 675
  Ponce de Leon Avenue, N.E.
  Atlanta, Georgia 30395
  (404) 885-3707

- Police-School Liaison Program
  Lt. Maurice Regan
  Fresno Police Department
  P.O. Box 1271
  Fresno, California 93715
  (209) 488-1261

- School-Police Liaison Program
  Sgt. Nate Albritton
  Flint City Police Department
  210 East 5th Street
  Flint, Michigan 40582
  (313) 766-7109

- Public-School Liaison Program
  Major G. R. Dillon
  Forsythe County Sheriff Dept.
  P.O. Box 2100
  Hall of Justice Building
  Winston-Salem, NC 27101
  (919) 727-2112

- Police-School Liaisor Program
  Lt. William D. Schonnerson
  2639 Nicollet Avenue
  Minneapolis, Minnesota 55408
  (612) 348-6316

- Youth Resource Officer Program
  Sgt. William Jeunette
  Arlington County Police Dept.
  2100 15th Street North
  Arlington, Virginia 22201
  (703) 558-2791

- Police-School Liaison Program
  Edward Muir
  Board of Education Member
  Board of Education
  City of New York
  110 Livingston Street
  Brooklyn, New York 11201

- Police-School Liaison Program
  Jeffery Zaring
  Division of Crisis Prevention
  120 West Market Street, 16th Fl.
  Indianapolis, Indiana 46204
  (317) 633-6940

Additional programs are operating in the following areas: Birmingham, Alabama; Little Rock, Arkansas; Monterey Park,

California; San Jose, California; Newark, Delaware; Wilmington, Delware; Broward County, Florida; DeKalb, Georgia; Boston, Massachusetts; Kansas City, Missouri; Salem, Oregon; Hamoton, Virginia; Norfolk, Virginia; and Seattle, Washington.

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Wachter, D. H. A Report of Programs Designed to Prevent or Remedy Problems of Discipline and Disruption in the Delaware Schools. Wilmington, Del.: Delaware Department of Public Instruction, Feb. 16, 1973.

ATTACHMENT

SAMPLE MEMORANDUM OF UNDERSTANDING REGARDING SCHOOL-POLICE RELATIONS
SEATTLE CITY SCHOOLS

The Seattle Public Schools and the Seattle Police Department have enjoyed a good relationship over many years as a result of their mutual cooperation in resolving problems. However, there have existed for the past several years some areas where appropriate roles and necessary actions are undefined, unclear, or where changing circumstances have necessitated changes in the prescribed relationship.

The following statements have been developed jointly by Seattle Public Schools and the Juvenile Division of the Seattle Police Department.

A. The general basis for the relationship between the Seattle Public Schools and Seattle Police are those prescribed in detail in Guidelines for Dealing with Emergencies, as revised. These Guidelines are available in every school and are generally well-known by all building administrators.

B. School administrative personnel will cooperate with police officers and provide assistance when the officers' entry to the building is based upon:

1. A warrant for the arrest of an individual

2. Parental permission

3. Presence of a Juvenile Division officer normally assigned to that building.

C. It is extremely important that police officers notify the principal, or other building administrator in charge, upon entering the building. The principal alone has control of the building and complete knowledge of the situation in the building at any given time. His foreknowledge of police presence in the building can do much to facilitate their operation and still prevent escalation of an existing situation.

D. In view of recent Supreme Court decisions, access to student records is more restricted than it formerly has been. With the proper court order, pertinent student record information will be made available to police officers as required. However, in the absence of a court order, and upon proper identification of the police officer to school authorities, the school will provide the officer with the address, telephone number, parents' names, birth date of the student, and will verify attendance at the school.

E. With reference to the matter of interrogation of students by police officials, the Seattle School District encourages the police to interrogate citizens of student age in their home. However, the school will permit the interrogation of students by police provided the police officer has permission of these students' parents to conduct the interrogation. In the event either of the above conditions cannot be met, the student will be made available to the juvenile officer or officers assigned to that school for interrogation in the presence of a school official. The role of the school official is that of observer. Any questions about the interview or any concern raised in the mind of the school official as a result of the interview should be referred to the General Counsel.

F. The situation in most urban schools, especially secondary schools, is a delicately balanced one which can be disrupted in major proportion by certain incidents. On occasion it may be necessary that uniformed officers pursue a suspect into a school building. The need for pursuit must be weighted against possible consequences of such pursuit. Discretion should always be used. If the offender is identifiable, and the need for apprehension is not immediate, apprehension may be deferred. In instances where suspects are pursued into school building, the officer should be prepared to show that such pursuit was reasonable.

G. In most circumstances, the building principal's contact with the police will be made initially to the School Security Office of Seattle Public Schools, which will in turn notify the police if such action is warranted.

With regard to those circumstances where a sizeable police unit is called in, two concerns should be recognized:

1. Sometimes in the interval between notification of police and their arrival, the problem situation may change to such an extent that it may be preferable to refrain from overt police action. Every effort will be made by schoool authorities to exercise extreme good judgment in requesting mobilization of police forces.

2. When the police are requested to take over a situation, they naturally are the decision makers, but the building principal is nevertheless required to convey to those authorities his own best assessment of the situation. This is intended as advisory in nature in order to convey information regarding nuances in the situation which may not be apparent to the police.

Source: Seattle Public Schools; Seattle, Washington

Course 7 - The Community as a Problem-Solving Resource

Module 7.5 - School/Community Links: The Juvenile Justice System

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Course 7

The Community as a Problem-Solving Resource

ACKNOWLEDGEMENTS

This course as a whole was written and coordinated by Ms. Mary Volgyes. Module 7.3 was written by Ms. Katherine Crockett and Module 7.5 was written by Ms. Laurel Varnon. Ms. Ann Holoka provided consulting and writing assistance, and Ms. Terri Hausmann also contributed to the modules. Ongoing review was provided by Ms. Kamer Davis and Dr. Charles Kehoe.